DOCUMENT RESUME

ED 058 369 UD 012 051

TITLE	Conference on Building Blocks to Success.
INSTITUTION	Ohio State Board of Education, Columbus.
PUB DATE	Dec 71
NOTE	57p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Academic Achievement; *Changing Attitudes; Compensatory Education; *Compensatory Education Programs; Disadvantaged Youth; Educational Accountability; Educational Administration; Educationally Disadvantaged; *Federal Aid; Parent Participation; School Attitudes; Self Concept
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I; *Ohio

ABSTRACT

This document reproduces several papers that were delivered at the Ohio Department of Education's statewide ESEA Title I conference 1971, the theme of which was "Building Blocks to Success"; this typifies how Ohio school administrators and teachers have designed Title I programs to help educationally disadvantaged children experience success in academic and behavioral growth. The papers include: "Through the eyes of children," Robert L. Sinclair; "Parent-advisory councils: link or threat to schools," Richard A. Huston; "Catch a skylark while he sings," Bill Martin, Jr., "Involving parents in the learning process," Mildred B. Smith; "Accountability--Title I, E.S.E.A.," Richard L. Fairley; "The National Scene," Hon. John Brademas; "Administrator's role in Title I," Harold H. Eibling; and "Compensatory education--its influence on education generally," Ruben A. Burton. (Author/JM)

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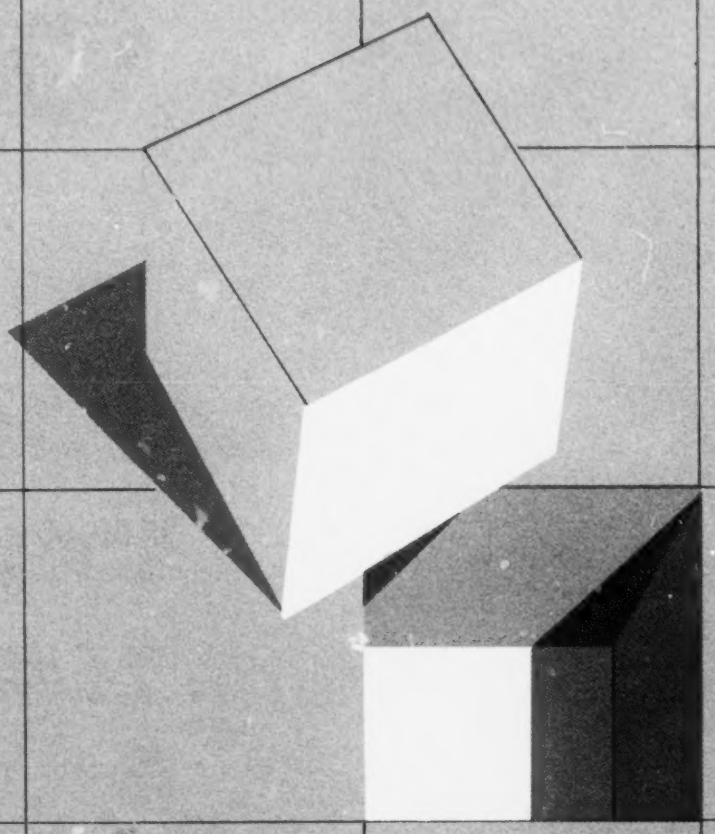


Foreword

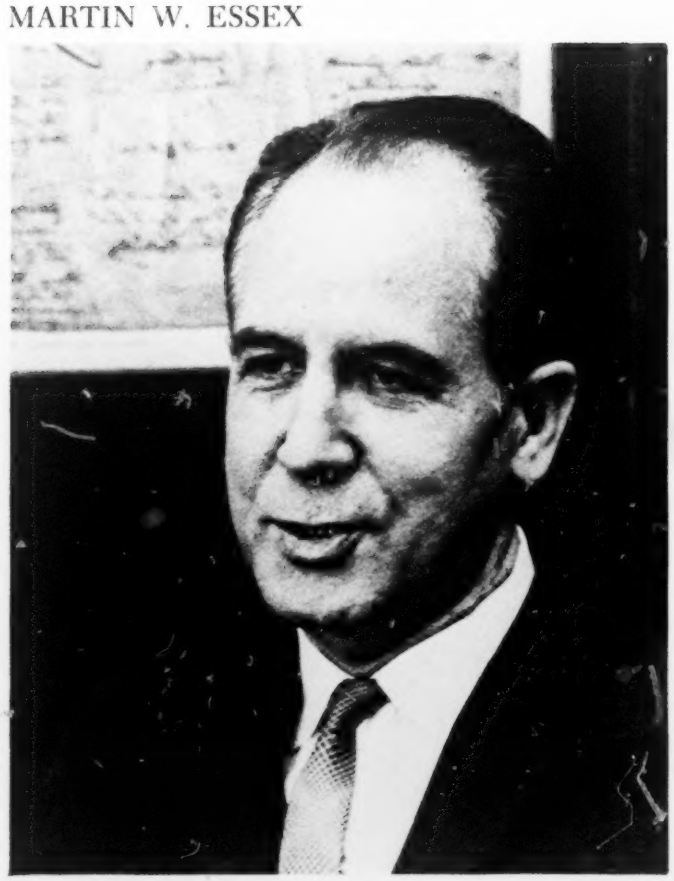
The intent of Title I of the Elementary and Secondary Education Act is to reinforce and enrich the educational opportunities of our nation's less fortunate children. The theme of the Department of Education's statewide ESEA Title I conference for 1971 was *Building Blocks to Success* which typifies how Ohio school administrators and teachers have designed Title I programs to help educationally disadvantaged children experience success in academic and behavioral growth.

The more than 400 participants in Columbus September 28-30 heard and shared ideas with several of the nation's most knowledgeable observers. The conference assisted in shaping both the philosophical direction and techniques for effective management of important areas of Title I. Areas of emphasis included improved approaches toward serving the children, generating effective parent participation, improved administrative techniques and the importance of fiscal functions.

I am pleased to express abundant appreciation to the Conference planners and participants. The principal presentations are in this publication.

Martin W. Essex
Superintendent of Public Instruction
State of Ohio

MARTIN W. ESSEX



Superintendent of
Public Instruction
Ohio Department of Education

ROBERT L. SINCLAIR

Director
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Through The Eyes Of Children

Robert L. Sinclair

> . . . The environment is obviously important but its role has remained obscure. It does not push or pull, it *selects,* and this function is difficult to discover and analyze. . . . we are only beginning to recognize and study the selective role of the environment in shaping and maintaining the behavior of the individual.
>
> B. F. Skinner
> *Beyond Freedom and Dignity*

Educators working in schools and classrooms to reform existing conditions by creating alternatives to the present models of schooling quickly realize that change must be made not only in the substance of curriculum and the procedures of instruction, but in the very educational environment provided for learners. However, the effect of the school environment on the behavior of learners remains unclear. We can observe what children do to the school as they use what they need and alter less favorable conditions, yet it is extremely difficult to determine what the environment does to them. The issues associated with understanding how the environment works becomes even more complex when we try to improve educational climates in schools serving large populations of children from poverty communities. It is here where the most deficient learning conditions seem to flourish.

During the last four years, I worked in schools, many of them serving poor children in the backwoods of Virginia and in the rural mill towns of Massachusetts, to create environments that will influence human behavior in desirable ways. An important result of my efforts, one that gives direction to this paper, is the belief that teachers can and must develop an investigative approach to the problems generated by inappropriate educational environments. It is a basic prerequisite to providing leadership for better schools. Not only must there be a close examination of the physical conditions, the nature of emotional support by peers and teachers, and the intellectual happenings resulting from the intended and hidden curriculum, but there must also be a search for the persistent principal, the courageous teacher, the knowledgeable parent, the spirited paraprofessional, and the dissenting students of the schools. They are there somewhere. They must be located and their energies channelled into plans for controlling educational environments to foster desirable school programs.

Greater knowledge about the ways the environment in schools differ and are common can contribute to the discovery of what conditions are most appropriate for certain learners. It is particularly important for us to gain insight into elementary school climates because during this time of exposure to early environments children are most receptive to change. Bloom, for example, estimates from his results on general achievement, reading comprehension, and vocabulary development that by age nine at least fifty percent of the general learning pattern at age eighteen has been developed, and at least seventy-five percent of the pattern is established by about the age of thirteen.[1] The elementary school years appear to be very crucial in determining the educational progress of the later years. And in order to increase our understanding of how varied educational surroundings affect students, we need to discover new and different ways to describe and analyze the diversity of elementary school environments and their effects. The major purpose of this paper, then, is to advance a means of viewing some of the happenings and conditions that make up the learning climates of today's elementary schools. First, the meaning of educational environment is defined. Second, a technique for surveying environments is described. Finally, ways to use environmental information to improve schools are suggested.

Meaning of Educational Environment

As used here, environment refers to the conditions, forces, and external stimuli which exert an influence on the individual. The environment is conceived to be a complex system of situational determinants fostering the development of individual characteristics. The determinants may be factors of social, physical, and intellectual significance. In an analysis of the role of environment in behavior, Anastasi defines such determinants as direct influences resulting in behavioral change.[2] Bloom,[3] Pace,[4] Stern,[5] and others also view environment as a powerful determinant of behavior.

Bloom stresses the importance of environment as follows:

> The educator must be an environmentalist . . . It is through the environment that he must fashion the educational process. Learning takes place within the child; the educator tries to influence this learning by providing the appropriate environment.[6]

The conceptualization of environment advanced in this article is based on the assumption that behavior is a function of the transactional relationship between the individual and his school surroundings. As Dewey describes, learning is dependent on experience.[7] He also suggests that the nature and quality of educational experiences are largely determined by the characteristics of the learner's environment. By viewing the environment in terms of those aspects which are significant for the determination of desirable behavior, it is possible to extract and classify important portions of the environment in which the individual lives.

Determining the variables to be measured is one of the most important decisions to make in a study of educational climates. At present, theory and practice are not explicit enough to

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Determining the variables to be measured is one of the most important decisions to make in a study of educational climates. At present, theory and practice are not explicit enough to prescribe what ought to be studied about environments. For example, theories of learning and behavior acknowledge the influence of environment on the development of human characteristics, but there is no accordant attention given to identifying compelling environmental variables that actually exist in schools. Most existing measures of elementary school characteristics assess very general variables – social rank, socio-economic level, and occupational and educational levels of parents. These variables are so broad that they undoubtedly obscure many important differences among elementary institutions. The meaning of educational environment takes on considerable import, then, when we use more specific variables to describe the ecology of schools.

The Elementary School Environment Survey (ESES) was designed to measure distinct aspects of the school atmosphere. Some of the variables surveyed by ESES, and included in the present definition of educational environment, are rather unique ways of viewing elementary schools. Yet, all of them are meaningful expressions of the learner's surroundings. The specific variables are termed Alienation, Humanism, Autonomy, Morale, Opportunism, and Resource.[8] The importance and relationship of these variables to elementary schools are manifest in the following descriptions:

1. *Alienation:*

Environments which score low on this factor reflect the presence of a student body which feels involved in school affairs. A sense of belonging is emphasized in this environment, and this sense of belonging is buttressed by a concern for students. Students demonstrate their involvement by internalizing school objectives in such areas as academic pursuits and obedience to school rules and regulations. The atmosphere is congenial and there is a cohesiveness and a sense of togetherness in this climate.

A high score on this factor demonstrates a feeling of estrangement in the environment. This feeling of alienation could in fact lead to destructive acts perpetuated against the school itself.

In conclusion, this factor encompasses environmental characteristics such as cohesion, concern and a sense of involvement.

SAMPLE STATEMENTS

Most of the teachers care about problems that students are having.

Most students here care much about their school work.

2. *Humanism:*

The items in this factor reflect a concern for the value of the individual. It is a supportive climate and is marked by courtesy.

In addition, this value placed on the individual is carried over to his personal acts of expression: aesthetic expression. This climate demonstrates a concern for man's creativity, and is supportive of his poetry, music, painting and theatre.

A school characterized by this atmosphere is concerned with the integrity of the individual and a respect for his cultural and aesthetic expressions.

SAMPLE STATEMENTS:

Most students are not interested in such things as poetry, music or painting.

Many of the teachers will go out of their way to help students.

3. *Autonomy:*

This factor suggests an environment which supports and encourages student independence. This climate suggests student initiative as well as autonomy. Emphasis on procedures and supervision are minimized. Self-direction rather than the obedience to rules of protocol is important. Individual differences, both in opinion and academic interests, are stressed. Another aspect of this environment is that the lines of communication are open and candid.

This environment affords the student the opportunity to share in the responsibility for his own learning.

SAMPLE STATEMENTS:

Students almost always want to be called on before speaking in class.

Students often work in small groups of about 3 or 4 students without the teachers.

4. *Morale:*

The questions in this factor relate to stude attitude towards the school. A high score on th factor indicates a friendly and cheerful scho environment. This environment may be d scribed as a happy one in which students an teachers have a warm relationship.

A low score on this factor indicates a neg tive student attitude towards the school, an may suggest poor relations between student an teacher as well as disruptive student behavio

This factor is concerned with student att tudes toward school, and the cooperating b havior which relates to such attitudes.

SAMPLE STATEMENTS:

Many of the students here are unhappy about the school.

The students in this school feel as though they are one big family.

5. *Opportunism:*

The questions in this factor reflect an en vironment which is characterized by behavio which adapts to expediency or circumstance. high score on factor suggests a climate in whic one gains social and academic success by know ing how to behave with important and powerfu people. Informal procedures and the importanc of personal relationships are emphasized.

This environment seems to be categorize by entrepreneurial behavior and political ma neuvering.

SAMPLE STATEMENTS:

Students that the principal and teachers know will have it easier.

One way to get good grades in the school is to be nice to the teachers.

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6. *Resources:*

The items in this factor reflect the amount of learning resources available to the students. The emphasis here is on the availability of in-class as well as extra-class resources. Included in this category are such resources as written materials, field trips, television, exhibits and music. The availability or friendliness of the teacher is also included in this dimension. Schools which score high on this factor offer a variety of learning resources to their students.

SAMPLE STATEMENTS:

Teachers seldom take their classes to the library so that students can look up information.

Students may take books from the library shelves without the help of the librarian or teacher.

The six dimensions of the environment identified and assessed through ESES provide a fund of useful data about educational programs – information which can be used to improve schools in a variety of ways. This paper now suggests a procedure for assessing environments and advances some ways that environmental information might be used, keeping in mind that the proposed uses are not at all inclusive.

A Technique for Assessing Elementary School Environments

The recently developed Elementary School Environment Survey reports students' perceptions by gathering responses to a number of statements about schooling – statements about the instruction, the curricula, the organization, and other features of school life. The statements, which are related to the above variables are scored similar to public opinion polling theory. A statement is counted as characteristic of the institution if students agree by a consensus of two to one or greater that an item is true about their school. The school score on each variable is determined by the number of statements that are judged characteristic of its environment.

Furthermore, student scores can be computed by determining the number of items an individual answers in the keyed direction. Knowledge about how each child sees the environment helps teachers to better understand why specific children behave in certain ways. These data also make it possible to identify students who view the school distinctly differently than the general student population so that individual programs can be designed to meet their special needs. The environmental information is unique and useful because it assists faculties of elementary schools to view the educational climate through the eyes of the students. The data reported about a school's atmosphere are helpful in promoting needed changes in existing programs and in giving the learners a voice in defining new directions for the school.

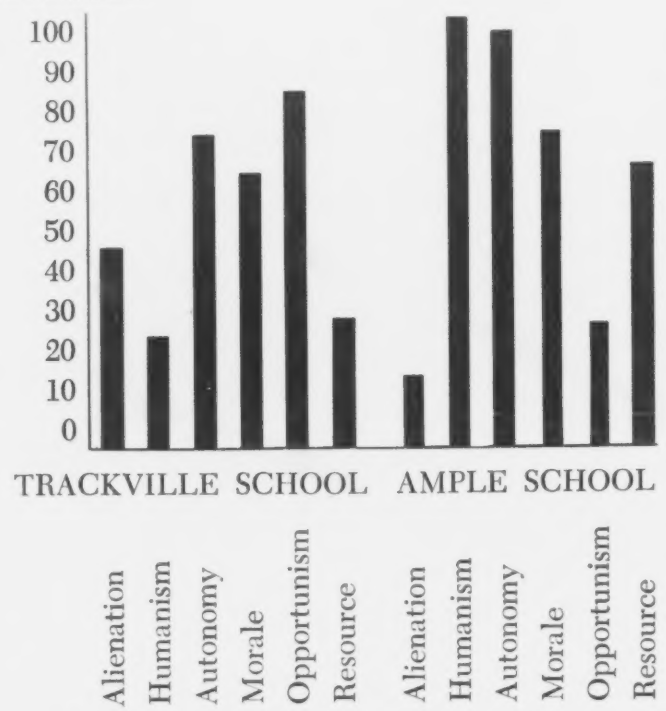
The Elementary School Environment Survey (ESES), then, provides a spectrum of information that is helpful to educators. Information, for example, that helps administrators and teachers to sort out answers to such persistent questions as:

- To what degree do students feel alienated from the school?
- Do subgroups within the school, such as girls or minorities, perceive the environment differently?
- Do students consider the teachers to be helpful and friendly?
- Are the plans and efforts of the faculty making any changes in the school that can be seen by the learners?
- Is the human dimension of the school reaching the students or is the institution perceived as being cold and unresponsive?
- Are certain types of students getting all the breaks?

Reporting and Using Environmental Information

The nature of institutions can be described by profiles for individual schools across the selected variables. An example of the type and intensity of different environments existing in two sampled schools is described in the figure below.

ELEMENTARY SCHOOL
ENVIRONMENT PROFILES



These profiles reveal that each elementary school has a different environment. A student attending Trackville would experience a much stronger press for Opportunism than if he participated in Ample. On the other hand, life in Ample Elementary School would be more friendly and the student would experience warmer and more responsive teachers. The purpose of reporting these characteristics is not to label a school good or bad. Rather, the intention is to describe the nature of educational environment as it is currently perceived so that it is possible to gain a perspective on what the school is like. These data are then used to infer what is currently desired for a school, what it would like to become.

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ELEMENTARY SCHOOL
ENVIRONMENT PROFILES

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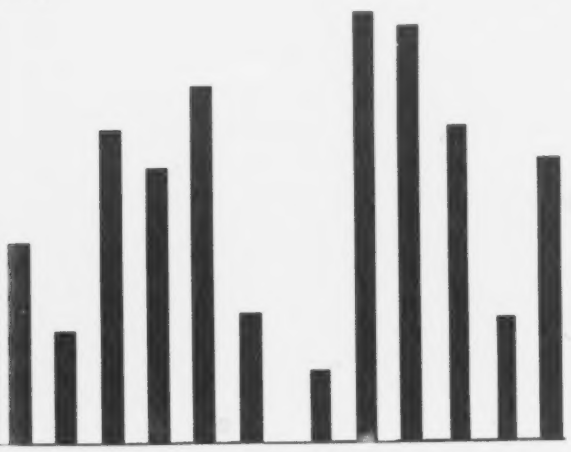

CKVILLE SCHOOL AMPLE SCHOOL

Alienation
Humanism
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dministrators and teachers have a wealth formation regarding student achievement ntelligence, but a void in information re- ng the school environment in which the students live and learn. Since learning is often a result of the interaction between the learner and his environment, it is readily apparent that we must know more about educational environment in order to understand the learning process. By assessing student perceptions of the environment, ESES measures the congruence between school objectives and practice. It points out to administrators the strengths in current programs, as well as the weaknesses which should be corrected. By providing information related to the degree of student alienation, independence and rebelliousness, as well as the diversity of resources, ESES provides administrators with information for improved decision-making and for the setting of priorities for change.

Often, teachers must rely on information which is concerned with a student's achievement and aptitude. Achievement in reading, social studies, arithmetic, language arts and the like are combined to form a composite of the student. Yet, without information concerning a student's perceptions of environment, a teachers' view of the student is incomplete.

By examining student perceptions of the school, the teacher's picture is made more comprehensive. Student perceptions can help the teacher identify classroom activities and dimensions of the hidden curriculum which are likely to facilitate or hinder learning. For example, a student who is underachieving in academic subjects and reports a high score on the alienation dimension may suggest that the learning problem is not with the student's ability, but with his relationship to the school. A lack of responsiveness and warmth on the part of the school may be hampering the student's work. Also, such information is important for it enables the teacher to obtain an insight into the affective nature of the student, as well as to better understand reasons for his academic performance. In this way, the teacher's understanding of a particular student or group of students is greatly enhanced.

One of the more critical periods in the life of a school is during the initiation of new programs. These programs might be curricular, or-

ganizational, or instructional. A key concern, regardless of the nature of the program is, can the educational environment be enriched as a result of a new program? While students are often subjected to assessment, the school rarely is afforded the same process. Yet, a legitimate and necessary concern should be an assessment of the institutional impact of innovative programs. Are student perceptions of salient variables in the environment of the school improved as a result of this new program? Are the effects of the program on the school climate of long or short duration? Has the program made the school a more or less humane place? These, among others, are the kind of questions that educators need to ask, but because of the lack of environmental measures at the elementary level, they are seldom considered.

Educators are often able to identify appropriate uses of environmental profiles that are unique to their own schools. For example, the perceptions of teachers, students and administrators toward the same school environment can be compared. This is done in order to identify areas of similar or dissimilar perceptions, and to help in planning to lessen these differences, or at least explain them. Other educators view ESES as a vehicle for involving community participation in alleviating specific weaknesses in their school program. While parents often desire to participate in the development of educational programs, their knowledge of school practices often go no further than the information gleaned from their children. Reports on the environment can broaden parental knowledge of the school, and parents in turn can help to improve the education of their children by working to change certain practices and dimensions of the school atmosphere.

Summary

The mere cognizance of the fact that children are still experiencing under achievement and failure in many instances at the elementary school level will not resolve learning problems. Up to now, there has been considerable research on individual differences, but relatively little has been done to measure differences among environments in which individuals are expected to learn. Different environments affect children in different ways, and to ignore variation in school climates is to limit our understanding of the various ways students behave, think, and feel. Learning difficulties must be solved by the child's environment, both in school and out. Of course, the school does not have control over the entire environment affecting the child's learning potential, but it does have enough influence in one corner of the child's universe to accept more responsibility for the causal factors which ultimately influence student success and failure. There is an urgent need for educators to more clearly understand the influence environment has on the learning of children. The way children see the school influences their behavior. It is time for teachers and principals alike to place environmental change as a first priority. Through the eyes of children, the educational climate can change human behavior. Only by altering climates which discourage learning and by buildir and maintaining compelling educational environments that foster learning will it be possible for elementary schools to better connect with the personal and academic needs of elementary youth.

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Parent-Advisory Councils: Link Or Threat To Schools

Richard Allen Huston

One of the most exciting and controversial developments in education is the move toward Parent Advisory Councils. These councils have been referred to as the new voices which are seeking to gain stature in the public school power structure.

Many years ago one could discuss isolated aspects of a community such as Parent Advisory Councils without considering the total environment because life was relatively simple and unrelated. Today, decision makers who seek community involvement must consider the total environment and a part of that environment is the avalanche of change which is taking place in community living.

According to Alvin Toffler, author of *Future Shock,* change breeds odd personalities in our communities: Children who at twelve are no longer child-like; Adults who are at 50 children of twelve; Rich men who play-act poverty; Computer programmers who turn on with LSD and: Anarchists. Toffler believes that communities will be faced with an abrupt collision with the future. He argues that citizens of the world's richest and most technologically advanced nations, many of them will find it increasingly painful to keep up with the incessant demand for change that characterizes our time. For them, the future will have arrived too soon.

RICHARD ALLEN HUSTON

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This is the setting and these are the facts to consider when developing Parent-Advisory Councils.

For the purposes of this discussion the terms Parent-Advisory Councils, Community Councils, Neighborhood Councils and Advisory Councils will be used interchangeably.

A strong advocate in organizing Parent Advisory Councils is the Health Education Welfare Department because it is their philosophy to involve community people in developing local programs. Title I of the Elementary and Secondary Education Act of 1965 is a major thrust of the compensatory movement with its fund of more than a billion dollars applied to remedial efforts for the poor. Compensatory measures are viewed with increasing distrust by the parents of academic failures, who are rejecting the premise that the fault lies in their children. Parents had previously believed this without challenging it. Now, parents are saying that the system is failing, that *it* is in need of fundamental rehabilitation. Inner-city parents feel that the school's obligation is to know the child and to respond to him, to diagnose the learners' needs, concerns and cognitive and affective learning style, and adjust *its* program accordingly.

The inner-city's demands for educational reform now embrace both a concern for the psychological health and racial integrity of the children as well as their grade level achievement.

Parent-Advisory Councils should be cognizant of this information allowing it to be a part of their organizational philosophy. Sudden parent awareness and aggressiveness should be capitalized by getting parents involved in school affairs. Parent involvement in the school is not an unheard of thing. This involvement takes place in three distinct types of urban communities:

- . . . The *inner-city* community which is populated by Blacks, Browns and Appalachian Whites.
- . . . The *fringe community* which is populated by Blacks and Whites who are on an upward mobility economic scale.
- . . . The *suburban community* which has a totally white population of middle and upper-middle class people.

The fall 1969 issue of Civil Rights Digest reports that: In white, suburban communities the accessibility of the schools to parents, either on a formal or informal basis, has been for years of primary importance to residents in these locations. Most suburban school boards are elected and many parents, because of their status in the community, can wield considerable individual power on the outcome of various types of educational decisions.

In inner-city communities, there is traditionally no such local control. High level decisions are sufficiently removed from the inner city client that he can have little or no impact on what the school does to his child. Black communities are now developing a strategy for creating accessibility and accountability through social and political organizations.

The fringe communities are new communities with indefinite educational patterns. Therefore they are prone to protect old biases and prejudices as evidenced by the recent behavior of fringe communities in the Northern and Western part of our country in their objection to bussing for integration.

Three key questions are asked when organizing a Parent-Advisory Council.

1. What are Parent-Advisory Councils?
2. What is the function of Parent Advisory Councils?
3. Are Parent-Advisory Councils a *threat* to or a *link* between the school and the community?

What Are Parent-Advisory Councils?

Parent-Advisory Councils are predominately parent groups which are being organized so that parents can have a voice in local school policy. Their membership includes parents in that community, school personnel, representatives of the community and students. Successful advisory groups operate like any other committee and

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What Are Parent-Advisory Councils?

Parent-Advisory Councils are predominately parent groups which are being organized so that parents can have a voice in local school policy. Their membership includes parents in that community, school personnel, representatives of the community and students. Successful advisory groups operate like any other committee and appoint sub-committees when necessary. Each proposal is discussed thoroughly for its effects on the students and whether it can be legally implemented. Meetings are held regularly and the agenda should include such items as vacancies, discipline, curriculum, etc.

A Detroit News articles (September 14, 1971) stated that Parent-Advisory Councils provide means for parents, residents and students to participate in local educational processes.

San Francisco reports successful advisory groups which deal with problems of student discipline, overcrowded class conditions. In an inner school in New Haven the advisory committee draws from the community to help select teachers for the school through committee interview processes. Strong arguments for this kind of involvement include: Parents are directly involved in choosing teachers to teach their children. Parents share in the screening often noting that screening teachers is not an easy job. Parents have an opportunity to examine a new teacher's attitude toward Black and minority group children and the teacher realizes he or she must work closely with parents and the community as this is the philosophy of the school.

What Is The Function Of Parent-Advisory Councils?

Their function is to advise and counsel the educational system's staff in planning, implementing and creating social, educational, political and economic programs. These advisory councils should not be confused with real community control even though they have the responsibility of making recommendations for curriculum changes and assisting in the selection of personnel.

According to some recommendations which were adopted by a local school district in Chicago, with the help of Jesse Jackson, Director of Bread Basket, the function of a Parent Advisory Council is to permit parents and school patrons to share in the process of arriving at decisions which affect the local school. It recognizes that the Board of Education has the responsibility of making final decisions regarding city-wide mat-

ters such as fiscal policies, salaries of personnel, purchases and contracts, real estate transactions and construction of building, certification and tenure of personnel, and negotiations with employee organizations.

Are Parent-Advisory Councils A Threat Or A Link?

The initiators of Parent-Advisory Councils determine the behavior of the council. For an example, schools initiating a council influence the behavior of the council. The agenda would be designed to protect the institution. In some cities residents are *selected* to serve on an advisory council. The institutional goal is "maximum, feasible, friendly citizen participation" which is sometimes also described as "responsible," a middle class adjective for citizens groups which may be trusted *never* to challenge or embarrass those whom they are permitted to advise.

Some individuals believe that parents should be aware of these pit-falls or traps in councils formed by the school administration. Ellen Lurie supports this notion in her book *How To Change the Schools.* She states that parent groups must be representative but even more important they must include in large numbers those parents who have the most serious grievances. She warns parents to beware of advisory committees. Parents should not walk into a situation where they are asked to give advice which can easily be ignored. She further states that unless parents work out a way to choose their own leadership they will be faced by splinter groups and appointed parent groups that have been handpicked by the school administration.

If the council is formed out of the concerns and needs of the community their agenda and behavior will be oriented to solve these needs instead of the needs of the institution. This type of council which includes parents, school personnel and students is intended to link the community and school. With the proper leadership and the homogenization of various philosophies it should result in being a tremendous asset and not a liability.

The formation of Parent-Advisory Councils in the inner-city poses a special problem. The Brookings Research Report 104 states that neither urban educators nor informed laymen dispute that city schools have failed to help the Black American substantially to improve his status. Their materials, curriculum and teaching methods were developed for the middle class white child, and have been largely irrelevant to the experiences and special educational requirements of the Black child. The failings might have been ignored if national attention had not been drawn to the general conditions of deprivation and injustice visited upon minority groups. Now that these ills are recognized, great efforts are being made to intervene and break the pattern of educational decline and failure. But the better known kinds of intervention have not reformed the outmoded educational system.

Education reforms must encourage meaningful parental roles in the schools. Parental participation in schools declined as the professionalism of teaching advanced and urban public school systems grew in size. Today's movement seeks to renew the role of the neighborhood in education.

In conclusion I concur with Levin whose research found out that parent advisory committees can help to improve schools – Black schools. They can protect minority children from the grosser forms of discrimination that are practiced by our public school systems. No substantial upgrading of Black schools can take place without the introduction of powerful agents of change – parental and community involvement – trying their hands at building schools that will succeed.

Eleanor Blumenberg compares the handling of educational problems with the way the medical profession handles similar problems. She says that like medical practioners, we in education are highly receptive to the miracle drug. We use it as a specific for all kinds of hitherto stubborn ills. If we're lucky, the drug works; more often, if the ills are complex, it does not. What is worse, through its side effects the "cure" can set in motion what doctors call

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She further suggests that the advisory idea is a valid and valuable one. It suggests that one can make use of previously untapped forces of strength around the schoolhouse, in order to improve the educative process. It considers improved community relations as a means, not an end. With us, for better or for worse, the local parent advisory council obviously is not the miracle cure-all some of its uncritical proponents suggest. It cannot substitute for overdue system-wide improvements in educational programs and organizations, particularly as they relate to children who are different. However, in the hands of a caring practitioner, the council can be a valuable tool for better diagnosis, relevant prescription, and realistic preventive actions where local school practices are concerned.

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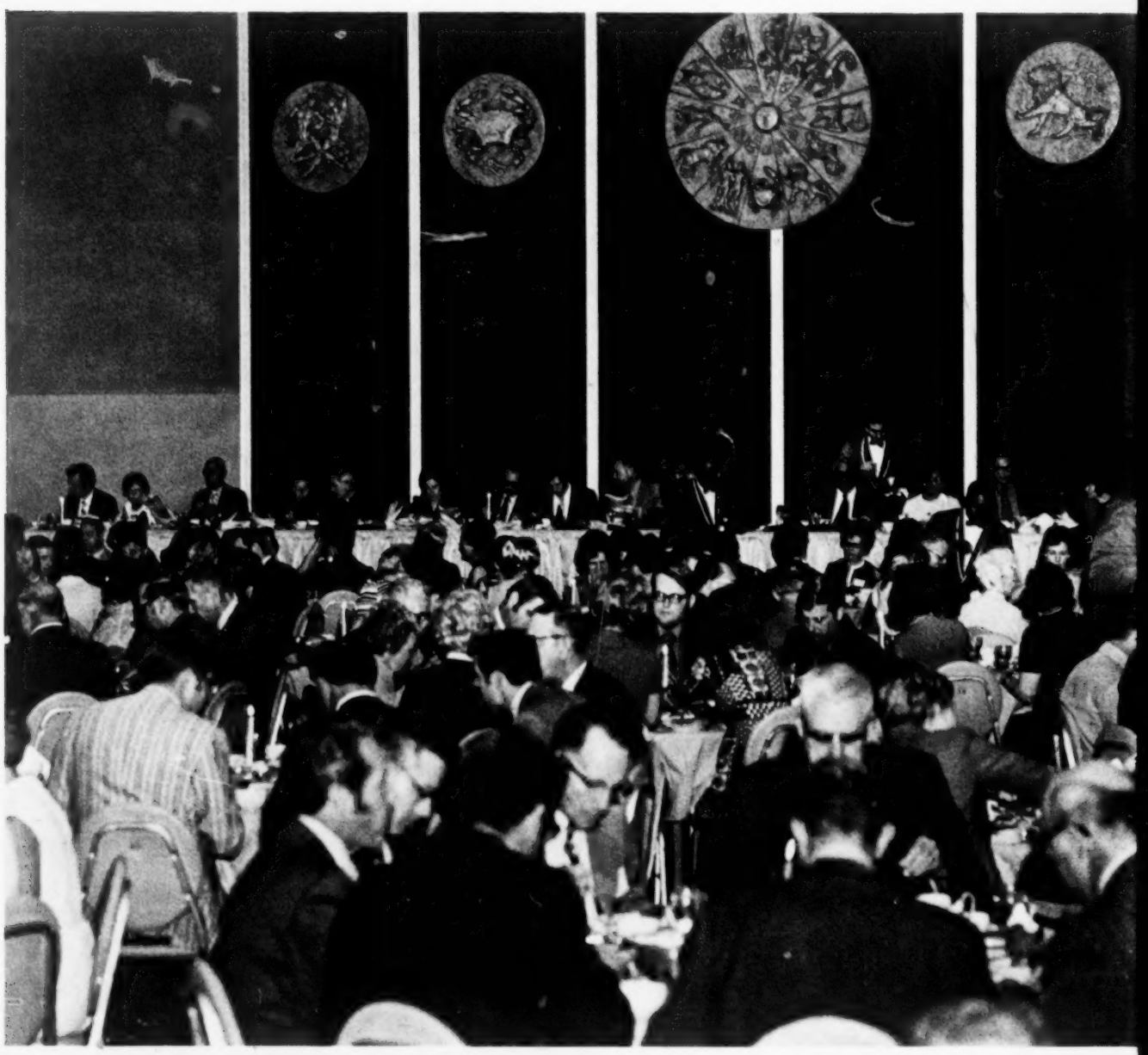

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Detroit News: September 14, 1971

BILL MARTIN JR.

Author-in-Residence
Holt, Rinehart and Winston

Catch A Skylark While He Sings

Bill Martin, Jr.

You are lost in the woods, wondering whether to wait for rescue, trusting to others, or simply to start walking and keep on walking in one direction until you come out. By far the safer choice is to settle down where you are. Camp near water, away from shadows, and try to make a living off the land. You can learn, but you have to learn by watching birds and animals go in and out of shelter at will. Following their example you can do it for the whole season. If you have no matches, a stick and fire bowl will keep you warm. The crystal of your watch filled with water held to the sun will do the same, in time. Eat no white berries, spit out all bitterness. But if there should come a time at last when you feel that you must strike out on your own, if you can find a pathway, or wheel rut, or fence, you can follow it left or right and perhaps it will lead you out of your dilemma. There may even come a time on some evening when you are warm and dry, not thirsty or hungry, unafraid, uninjured, when nothing either good or bad is happening to you. This is called "staying alive."

But it's temporary, what comes after is indefinite. You must always be prepared for some-

thing to come breaking through the edge of the clearing, running towards you; or something up ahead as light as air, turning and hovering, wondering where you are, or who you are. Now you are face to face with the problem of recognition. Body movements have universal meaning. If you're lying flat on the ground with your arms outstretched, you say that you're injured and need emergency treatment. If you're standing erect with your arms horizontal, you indicate that you're not ready. With your arms above your head, you say that you want to be picked up.

My good friends, I couldn't tell you how I came to love language, but it started very early, long before I started to school. My grandmother was a woman who lived in the midst of every sentence that she uttered. Man lives by his language. My personality is shaped by the way I string the words together. How I think, how I feel, how I intake the outside world and communicate my inside world back is all shaped in my sentences. My grandmother today would be called educationally disadvantaged. She had three months of schooling. She was one of the wisest women I've ever known, a great, angry woman who fought life on her own doorstep every day. When she shouted at the kids or the dogs that ran through her tulip beds, the apples fell off the trees for about six blocks around. My grandmother lived just about a block from us and I shall never forget the great comfort I had when I went down – my feelings or my knees – sad. She was always available. The wonderful thing about my grandmother was that she would answer my questions. We have homogenized life to the point now where we don't discuss anything in our classrooms except what the curriculum guide says. And somehow or other the curriculum guide doesn't get around to the important values that makes the difference in life. We've lost the heroic things. Much of children's literature today is simply a reflection of the times. It doesn't provide that human compass that a book must provide if it's to be a book that changes a life. My grandmother seemed to know that when I would ask her questions, that she could answer with the integrity that adult should bring to a child's question.

One of my favorite questions was, "Gra tell me about the time your baby died." S would recount how living down on the Ok homa prairie when the territory was first open my mother – then about five years old – the new baby a tablespoon of what she thou was milk, but it turned out to be lye water t my grandmother had prepared for the fam washing that she was doing in the tub outs the little sod hut. The baby died. My gra mother told me, a child, about the occasion a would answer my questions such as, "Did baby cry? Did you cry? Did my mother c Was there a coffin? Who made it? Who dug grave?" My grandmother seemed to know t children, all people, can sense the continuit that life and death teaches. She was a beauti woman. I never heard my grandmother re anything aloud except family letters. Now understand why she could read the family lett aloud, because her ears were tuned to the w that the family put the words together. Wh she didn't know the words, she could anticip the way the language was shaped and so cert words fell into slots linguistically, a great My grandmother subscribed to about thirty p lications that came regularly into the househ some on a monthly basis, some on a wee basis. It was in those publications that I got first feeling of a different kind of a world, co and paint, and stories, and print. It carried far, far beyond that little town of Hiawat Kansas. It took me out of myself into rea that have now become realities. It all beg with dreams.

I think back on that experience with teach and I recognize that the greatest thing that do for children in classrooms is to give th visions of what their lives can become. In wake of the visions the skills gain intensity a impact. My grandmother was a very an woman. She accepted her anger as much a accepted her love. She didn't have to apolog for it. But in classrooms we don't accept c dren's anger. We don't accept our own ang

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One of my favorite questions was, "Gram, tell me about the time your baby died." She would recount how living down on the Oklahoma prairie when the territory was first opened, my mother – then about five years old – fed the new baby a tablespoon of what she thought was milk, but it turned out to be lye water that my grandmother had prepared for the family washing that she was doing in the tub outside the little sod hut. The baby died. My grandmother told me, a child, about the occasion and would answer my questions such as, "Did the baby cry? Did you cry? Did my mother cry? Was there a coffin? Who made it? Who dug the grave?" My grandmother seemed to know that children, all people, can sense the continuities that life and death teaches. She was a beautiful woman. I never heard my grandmother read anything aloud except family letters. Now I understand why she could read the family letters aloud, because her ears were tuned to the way that the family put the words together. When she didn't know the words, she could anticipate the way the language was shaped and so certain words fell into slots linguistically, a great art. My grandmother subscribed to about thirty publications that came regularly into the household, some on a monthly basis, some on a weekly basis. It was in those publications that I got my first feeling of a different kind of a world, color, and paint, and stories, and print. It carried me far, far beyond that little town of Hiawatha, Kansas. It took me out of myself into realms that have now become realities. It all began with dreams.

I think back on that experience with teachers and I recognize that the greatest thing that we do for children in classrooms is to give them visions of what their lives can become. In the wake of the visions the skills gain intensity and impact. My grandmother was a very angry woman. She accepted her anger as much as I accepted her love. She didn't have to apologize for it. But in classrooms we don't accept children's anger. We don't accept our own anger. We tell people in our society that it's wrong to become angry. We should be much more concerned with the skills of recognizing anger as one of the greatest motivating forces that man has ever had to change the course of humanity. The great discipline in the use of anger is control.

In our social studies program, I don't find the social studies programs talking about the fundamentals that make life important. How sad, how sad. I'm going to talk a lot in first person, my good teachers. You already knew that I would, just look at me. I have a very hungry ego, with an insatiable appetite. You can tell by the way I comb my hair, the type of clothes I wear, that I have to have attention. I never could admit it, you know, until I read a statement by George Bernard Shaw. He said, "It's either a fool or a liar who doesn't know his talents." Well, I decided that my hungry ego is one of my strengths, one of my talents, so since then I've accepted it very profitably and life has become much more full. How many kids do you have in your classroom who have an inordinant need for attention? When I was a kid, my life slipped in and out of reality so rapidly that I was called a chronic liar. Now the truth of it is that I didn't know the difference. I suppose this is what a writer eventually cultivates – the ability to slip the gear so he can move into worlds imagined and thereby find reflections of the realities of his life.

I'll give you an example. When I was in the fifth grade, Miss Davis, my teacher, told us about canning turnips in the basement and the turnips were cooked in a big kettle on a laundry stove. That so impressed me – probably because I didn't like the smell of cooked turnips – that the next day in class I told the same story as my own story. Can you imagine the humiliation that a child experiences when someone turns around and says, "You're a liar!" I didn't know the difference.

I read books and I become part of the book and I possess the language of the book. When I find a phrase so well turned, it cuts through this

isolation, this prison that I've created for myself and puts me in touch with a different world, it isn't long until I harness the phrase and I have brought it inside of me and I claim it as my very own.

It is this power, it seems to me, of children claiming a shape of a sentence, the turn of a phrase, that makes the difference. If there are any impoverished children in our land today, it is those children who lack the linguistic skills. A child who cannot string words together so they can gain a toehold in his environment is a youngster who needs all of the language models that can possibly give him. What kind should we him – the kind of ringing sentences that my grandmother used to utter. I can still hear the sound of the voice, I hear the way she shapes the words. If I ever write anything important in my life, it's going to be when I can go back into my childhood and reclaim all of those old sentence sounds that are stored there and I can string them on some kind of a great human theme.

One of the first requirements to be a good teacher, it seems to me, is the teacher's ability to begin to tell the stories that made the difference in his own life. I would ask you what are the ten most important events in your life. Tell me the ten most important things that ever happened to you and you've told me your philosophy of living. You've told me your view of the world.

Now in these next few minutes all you're going to have is a view of Bill Martin's world and it is an egotistic view; that's all I have. I used to believe in educational research. I don't anymore. I think educational research is a matter of the hallucinations of the researcher. We've read the first grade reading studies and the miracle is that each of them in its own way was a success. In all but two of those first grade reading studies – they were conducted in 1966 – the hypothesis or the underlying hypothesis of the researcher was proved. Actually all it proves is that if we believe in something strong enough it can come to happen. Tell me what you believe and I can put my finger on what you would teach. What do you believe?

One time when I was teaching a first grade class, I had a little kid who in the midst of the reading lesson said, "I've had it!" We jumped all over the classroom and this kid started moving around the classroom and the more he moved, the more anxious and emotional he became. Finally he was crying and went running down the hallway. We had a teacher in our school – she's probably still there, and I suppose you have a counterpoint in your school – a teacher who proves that she is a teacher by catching all the kids who run in the halls. She came out of her room like a great octopus, grabbed this little kid and tried to stop him from running. I said, "Let him go!" She said, "He's running in the hall." But she let him go, and he went outside and after I was sure he was not going to endanger himself, I simply told him to go back in the classroom when he cooled off.

When he came back in, my social studies had started, but here was a human problem that needed some kind of solution. Children are constantly encountering these great emotional upheavals when all of the hostile vomit that is in them comes out. They need to know how to rehabilitate. What are the skills of rehabilitation? You discuss when you have had the same kind of experiences, and the kids want to know what you did about it. And you begin to talk about it.

David was mad. He was so mad that he kicked the wall as hard as he could. Grandma knew he was mad because he wasn't smiling. Sister knew he was mad because he hit her. Teacher knew that David was mad because David was pouting. The children knew David was mad because he was arguing. They didn't like it and they started to argue with him. And they all began to feel red and angry inside. They began to push and shove and knock each other down. It was a mess. David said, "It was all my fault. I got mad and then everyone else got mad." Grandma said, "Yes, that's the way

you believe and I can put my finger on what you would teach. What do you believe?

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Isn't it strange that we tell children you shouldn't cry? If it weren't for man's tears, his ability to equalize the intense emotions, to distill them, he would lose his mind. Tears are very helpful things, but we tell children you shouldn't cry. We've made such a fetish of tears that kids are even afraid to shed their tears when they're reading a great book like "Lassie Come Home" or "The Yearling." Joe Namath happens to be one of my great heroes. I shall never forget the first time I saw him cry. It was at the end of a great Super Bowl game. He threw his arms around his father and kissed his father, and they both wept with joy. Nobody thought he was a sissy. The next time I saw him cry was the first time he retired from football. That was after the Bachelors' Three episode, and he cried on television. Nobody thought he was a sissy, but if a kid cries in his school we tell him he's a sissy. You don't cry. Boys don't cry. Hmmm, I didn't know that. John, if you want to shed some tears . . . incidently, yesterday you had a pretty tough time, you man. You went galloping out of here because your whole life erupted into a volcano. Let's talk about it. We need to know, John, what we did wrong, that triggered you. What happened, what can we do, so that you don't have to go through this great emotional valley another time?

I never shall forget when I was teaching a sixth grade and I had a kid named Bernie, who hated me. Have you ever had a kid in your class who hated you? Now Bernie happened to be one of those kids who controlled the rest of the room. He was the greatest leader that our school had, and because he was the greatest leader he was the one that we kicked out all the time. The kids who cause the most problems in our classrooms are the ones we ought to cultivate because they are the greatest leaders. Everyone looked at Bernie to see whether or not they were supposed to like what I'd planned. Bernie would

sit there, and with just a twitch of his eye he controlled that classroom. This went on and on and I was at my wit's end. I was becoming so self-conscious about it that I was losing my power to teach. One night I stayed out too late, and when I arrived at school the next morning I was not feeling well and I said, "Look, kids, I had a rough night. Let's work independently and quietly today." No response. I said, "I really don't feel too well. Will you help me?" Bernie looked me over. He finally stood up and said, "O. K., kids, lay off of him today." From that time on, Bernie was on my team. It was the first time I had ever thrown myself on the mercy of the children. It was the first time I had asked the children to help me.

We haven't learned the art of using children as teachers and yet children can teach children much faster than adults can teach children. We need to re-evaluate our role in the classroom. We have a short time in which to do it. Unless our schools change radically within the next decade, we're not going to have any children left to teach. The children will have walked out of the schools. They are finding more relevance in life outside of the schools than they are in the schools. I never professed to be so wedded to schools that I believed that all education has to take place in the schools. But when I think of a society without schools, I can't imagine how the educating process could have consistencies and disciplines and self-renewals. I can't imagine a society without the schools, so I have no choice except to set the mission that we must accept. We need to take a close look at ourselves and decide how we're going to go about it.

My frame of reference is in language. This is my ball, my bag. What I'm saying about language pertains primarily to me. With you it might be social studies or history or music or something else. But I'll focus on language. First of all, good teachers, I have never found a child who couldn't read. We have made such a fetish of convincing kids that they can't read that children believe it. The first of the reading skills should be the inculcation of faith that a child can read. Now we can go through literature and can find such things as:

> "Said the first little chicken with a queer little squirm,
>
> I wish that I had a fat little worm.
>
> Said the second little chicken with a queer little shrug,
>
> I wish that I had a fat little bug."

And so it goes, on and on, and on, one page to each episode because of the rhythm of the language. Because the sentences have the kind of emotional vibration that cuts through the isolation of self-imprisonment and puts the child into another world, he can remember the language so he'll come right back to you and say, "Hey, I can read this," and he'll proceed to read the whole book to you, and never look at the pages. And he's saying to himself, "I can read."

It seems to me that the first month of school every child should have developed a cache of books – at least ten books – that he can read cover to cover and upside down.

> "Goodnight, Mr. Beetle, goodnight, Mr. Fly,
>
> Goodnight, Mrs. Ladybug, the moon's in the sky.
>
> Goodnight, Miss Kitten, goodnight, Mr. Pup,
>
> I'll see you in the morning when the sun comes up."

Not too long ago in New Jersey a bunch of kids came in for a demonstration. These were youngsters who were fourth, fifth and sixth graders, and I pulled out a book to read to them:

> "In January out I go to welcome winter's icy glow;
>
> In February out I go to sled the hillsides bound with snow;
>
> In March the warming noontime sun spell's the end of winter's run;
>
> In April springtime calls to me to climb the blossomed apple tree;
>
> In May springtime calls to me to splash through puddles endlessly;

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In May springtime calls to me to splash through puddles endlessly;

In June the warm earth fashions green and insects sing goodby to spring;

In July summer calls me come to taste the ripening wild plums;

In August summer calls me come to harvest fields that praise the sun;

In September summer calls its ending with blue haze and chrysanthemums blending;

In October autumn calls me out to behold the maples raucous shout;

In November autumn calls me out to gather pumpkins strewn about;

In December autumn calls it mourning 'get ready for a winter morning'."

One kid picked it up and I said, "Can you read a page?" He said, "Read it for me." So I read, "In August summer calls me come to harvest fields that praise the sun." "O.K., kids, tell me about that line. They said, "It rhymes." Somebody said, "It's in the summertime." Finally one kid said, "But it doesn't rhyme." "Well, let's read it again. 'In August summer calls me come to harvest fields that praise the sun.' " They said, "That doesn't rhyme." We put two words on the board – *come* and *sun*. Half of the kids thought the words rhymed, half said they didn't. They finally all decided they didn't rhyme. So I said, "Well, kids, I'll tell you what it was. That is what a poet sometimes does and it is called – and I wrote upside down and backwards on the board – *poetic license*. Before I had finished writing it some child said "poetry license." "Oh, no, that isn't what it says, almost right." Somebody said, "poetic license."

Robert Frost once said, no child can read a word that he has not first heard. But stored in that child's memory bank, in his linguistic remembrances, *poetic license*. He had no notion of what it meant but all of a sudden the words unlocked. Upside down and backwards. Now there were two miracles: 1. The group of kids I was working with were kids who were still in first grade readers, kids who had traditionally failed reading, and 2. They were kids who said they didn't like poetry. Not one child said that

the words were written upside down and backwards. It is an old wives' tale that tells us that language almost always must go from left to right in endless procession on the page. Our culture – advertising and television – has told us that words bounce, they dash, they fall, they splatter, they get bigger, they get smaller, they have colors, they break into pieces, they walk away, they sing, they dance.

But times have changed, good teachers. This doesn't mean that there is no discipline if one follows the leads that children give. Who knows whether we're going to discuss the phonetics of *come* and *sun* today. In the long run, the discipline of spontaneous teaching comes in writing the lesson plan as an anecdotal record, after the teaching has been done. A teacher going into a classroom can be totally prepared by having the books inside of him, by knowing the course of study and knowing it so well that he doesn't have to turn to the books to know that sometime during the year he is going to do the mathematics of percentage. He also knows where he can find that kind of material in a textbook. But the great classroom teaching begins when percentage becomes relevant in terms of children's classroom living.

One of the greatest schools I know is a school out on a reservation in the southwest corner of North Dakota, an Indian school called Cannonball. One morning when I was there, two bus loads of Indian children – black-haired, black-eyed, dark-skinned, warm-hearted – came and unloaded at one side of the building. The youngsters came into the teachers' lounge which was nothing except an old coffee pot surrounded by some dilapidated chairs. They grabbed us by the hand and said, "Hey, come on out, Jerry. Come on out, Tom. Come on out, Mr. Graf." Mr. Graf, the principal, was the only one in the whole school who rated any kind of title. The kids called everybody by first name except Mr. Graf. They did it out of respect for a great administrator. So we went out in the snow and had some snow tomfoolery and then school started. No one knew why. It was just the time of day for school to start. There were no bells. The kids just flowed into classrooms. The language lessons started immediately when all those Indian children, from kindergarten to sixth grade came out into the hall for the morning song fest and they started to sing, "Oh, what a beautiful morning, oh, what a beautiful day . . ." "This land is your land, this land is my land . . ." And so on, and so on and so on, for thirty minutes the children responded to the magic of the lyrics and melodies of songs. The way words are threaded together so beautifully, so impressionably that the children will carry them for a lifetime of linguistic use and transformations. When the songfest was over, the children went to their classes. A child might be in your class for the first thirty minutes and decide that he would rather be in Miss Jones', so he gets up and leaves you and goes over to Miss Jones'. There's a high mobility inside the school and it is an exciting thing to see.

Good teachers, we're living in a society that is highly mobile. We have to have some kind of cross-sectional disciplines, so that a child moving from one school to another, or from one community to another, or from one state to another, is going to find continuity.

I've never seen a child who didn't want to learn. I have never seen a child who wouldn't learn. I have never seen a child who couldn't read. I utterly believe that every child will read and wants to read, and in the belief, the vision becomes a reality.

"Had I the heaven's embroidered clouds

And wrought with gold and silver light

The blue, the dim and the dark gloss of night and light and the half light,

I would spread those cloths under your feet.

But being poor, have only my dreams,

So I spread my dreams under your feet.

I hope you tread softly."

MILDRED BEATTY SMITH

Director of Elementary Education
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Involving Parents In The Learning Process

Mildred Beatty Smith

I am delighted to speak to participants of this Title I Conference about the need to involve parents in our efforts to raise the academic achievement of those children who are underachieving in our schools. I view this effort as being a new frontier in American Education. I also view the idea of parent participation, from an educator's perspective, as a challenge, an opportunity, and as an exciting adventure.

I need not remind educators that this idea of involving parents and the community in the educational process is *not new*. It is deeply rooted in our democratic tradition. Education in this society has always embraced the broad concept of home and community participation, though not always observed in practice, I reluctantly confess.

In the time allotted for this topic, I would like for us to consider three (3) questions:

I. Why involve parents?
II. How to get parents involved, and
III. What can the parent do?

I. Why I Involve Parents

In order to effectively educate all of the children of all of the people, educators must understand the total environment in which learning takes place. Children tend to behave in the ways that the person with whom they associate

behave. The child's values, attitudes, and habits are learned through social interaction with parents, other adults, siblings, and friends.

These certain other individuals may be referred to as the reference group because the individual refers to it for approval and for support. The individual adopts the group's standards for behaving as a means of identifying with and belonging to it.

The reference-group concept is closely associated with the significant-other concept, although the significant other represents a person who influences an individual's belief about himself. The two concepts have similar meanings, although reference group has a group connotation and significant other an individual connotation. The significant other is usually a member of a reference group, however. (Brookover and Erickson, 1969).

In general a considerable amount of what a child learns is determined by what his significant others expect of him. The teacher has always been identified as a significant other for the child in the learning situation.

Now we know that another, and possibly a more important, significant other for the child is the parent. It is assumed that parents relate in a more basic way to the child than do teachers because young children learn their interests and values from parents before they know teachers. The child's basic attitudes, interests, and values are being formulated long before he enters school for the first time. Included are many basic antecedents for school learning: interest in books, the understanding of the family expectations for learning in school, and language concepts needed for school-type learning. It is unrealistic, therefore, to assume that the teacher alone is responsible for the child's academic achievement.

We can look to research studies to document his belief. Studies[1] conducted by the Kettering Foundation, Dr. Allison Davis, Dr. Robert D. Hess, and others, overwhelmingly identify the parent as the most important single influence in the education of the child. The teacher is also important. I do not intend to underestimate this fact, but the teacher is more influential when he works with the parent. It is incumbent upon the teacher to enlist the support of the parents so as to educate every child well. A teacher-parent relationship brings together two of the child's significant others as partners, not competitors or strangers, in the child's learning. Neither teacher nor parent can do this job in opposition to the other or in isolation from each other.

The teacher has an additional opportunity to help each child learn better: he can initiate activities that will improve the quality of interaction between parent and child. All parents are very much interested in helping their children. They respond favorably to encouragement, ideas, and materials provided by the teacher for this purpose.

The teacher-pupil relationship improves when the teacher takes the initiative in bringing the parent into a significant relationship in the learning situation. An example of this occurred when a teacher was experiencing difficulty relating to a particular elementary pupil. The teacher decided to make a home call so as to meet the parents of the pupil. The day after this visit, when the child arrived at the teacher's classroom, he stopped, looked inside, and, upon seeing the teacher, nodded and winked, as if to say "There is something sort of special between us now." The teacher reported that the difficulty was eliminated immediately.

When the teacher takes the time and the initiative to seek the involvement and the support of the parent, the teacher-parent relationship improves also. The parent develops a positive attitude toward the teacher and the school because the parent feels that "they care about my child."

The initiative and interest shown by the teacher also communicates to the parent that the teacher sees the parent as being capable of making a worthwhile contribution to the child's

[1]See Chapter III, *Home and School Focus on Reading* (M. B. Smith), Scott, Foresman and Company, Glenview, Illinois, 1971, for a summary of related research.

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The initiative and interest shown by the teacher also communicates to the parent that the teacher sees the parent as being capable of making a worthwhile contribution to the child's education. Such an interpretation by parents enhances their feelings of self worth. This feeling is transmitted to the child, who takes on the attitudes and values of his parents.

II. How To Get Parents Involved

Teachers and other educators frequently ask "How do I get parents involved?" or "How do you get them to attend meetings?" This speaker firmly believes that the real question that each teacher needs to ask himself is "Do I really want to involve my parents?" When this question can be answered with an unqualified yes, feasible ways to achieve involvement will come to mind. Of course, the techniques utilized will depend on the attitude that parents have toward visiting the school, their job schedules, and traditions regarding school cooperation.

Several approaches have proved successful. First of all, the teacher must demonstrate a genuine interest in involving parents: This genuineness will be communicated to them. In one school, the teachers developed a program for a series of parent in-service meetings. The meetings were scheduled for the purpose of explaining parent-involvement activities and asking parents to participate.

Meetings were scheduled for evenings and, to accommodate parents who worked at night, during the day too. At the meetings a bulletin of ideas and suggestions was given each parent and its contents thoroughly discussed with them. Parents then took the bulletin home for future reference. Extra time and effort were expended to make the bulletins as attractive as possible, thereby communicating to the parents that the school people considered the new relationship important and, most significant, respected them and considered them necessary partners in the education or the children. The goal was to enhance the self-concept of parents so that they could, in return, enhance their children's self-concepts.

A record was kept of parent-attendance at each meeting. Homeroom mothers used this record to contact parents not in attendance and to schedule them for future meetings.

Special techniques may be needed for communicating with hard-to-reach parents. On one occasion a group of thirty interested mothers assigned themselves blocks in their school district, and each made a personal call on every family in her assigned block, inviting parents to a planned program to "learn what they could do to help their children achieve better in school." A single-sheet bulletin on colorful paper showing the time, date, place, and objective of the meeting was left at each home, just in case parents might forget.

Hard-to-reach parents, like their children, are often hard to reach because they forget to follow through with commitments, although they have good intentions. The lack of regard for punctuality appears to be a pattern of behavior prevalent among low-income people: perhaps the many severe problems and pressures they face cause them to reject middle-class expectations. Of course, failure to follow through is frequently misinterpreted by teachers as lack of interest.

In other instances homeroom mothers telephoned every parent in the school. Another successful technique is to secure a trophy that can be loaned to the class with the highest percentage of parents in attendance at a meeting. Pupils enjoy the competition.

Other suggestions to get parents involved include writing personal notes to parents, visiting the homes to enlist cooperation, and enlisting the support of parents already involved to perform such tasks as serving on telephone hospitality committees.

III. What Can The Parents Do?

Many parents need assistance with understanding the important role they can perform in motivating their children to achieve academically. In parent-teacher meetings mothers and fathers should learn that their attitudes and values greatly influence those of their children. They should also be encouraged to provide activities at home that will create a climate conducive to academic achievement. Included should be reinforcement activities, as well as activities that broaden a child's experience. When a parent shows he is interested enough in learning to help a child achieve, the parent communicates that value to the child.

Another means by which the parent can communicate to the child that education is important is to become involved in school-related activities. Teachers can structure formal and informal situations so as to bring parents into the school setting. For example:

Assisting with field trips.

Volunteering as library and classroom aides for such tasks as listening to a child read or flashing word cards for a child.

Assisting the classroom teacher by constructing learning aids such as word cards, arithmetic fact sheets, and color charts.

Observing the child in the classroom.

Attending parent-teacher conferences.

When parents participate in activities at the school, additional values occur, such as the extra supervision available for field trips, the additional adult attention pupils get when a parent listens to them read or checks vocabulary, and the help a teacher gets when parents construct learning aids. These are important contributions for parents to make; a more important one may be that this kind of involvement is a parent's concrete demonstration of interest in the child's education. What a parent does is a far more effective communicative mode than a statement made with supportive behavior.

At home parents can try to establish an environment conducive to school achievement and should be encouraged to do so. The teacher can help by putting forth the effort to send home, by the child, books and other necessary materials to ensure that the parent is adequately equipped to establish a learning environment.

At parent in-service meetings the teacher can explain the objectives of his program, giving special attention to types of home activities that reinforce those provided at school. Suggestions may include the following:

. . . Reading daily to children, including the preschool ones.

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At parent in-service meetings the teacher can explain the objectives of his program, giving special attention to types of home activities that reinforce those provided at school. Suggestions may include the following:

... Reading daily to children, including the preschool ones.

... Taking the child to the library, thereby demonstrating that it is important and pleasurable to read.

... Listening to the child read.

... Taking the time to talk with the child (as opposed to talking to the child). The child develops language more readily by engaging in conversation than by listening to others talk.

... Purchasing books, games and puzzles for the child, particularly the kinds that are mentally stimulating such as "board" games, card games, dominoes, and puzzles. Games that are mentally stimulating could be displayed at the school for parents to examine. Parents should be encouraged to purchase these types of games and puzzles for holiday and birthday and birthday gifts.

... Talking with the child about "what happened in school today." Through this good routine, the parent shows interest in school activities and strengthens the teacher-child-parent relationship.

... Providing a quiet time in the home each day for reading and related activities, free from interruptions by the radio, television, telephone, and younger children. This quiet time is an excellent period for parents to read to preschool children. It keeps them constructively occupied, and their involvement in school-type activities at the time the older children are busy with similar work is invaluable in developing a positive attitude toward school.

... Reinforcing activities that originated at school. Parents can be taught to play word games with their children. Such games may include words introduced when reading a new story. For example, the parent says to the child "Tell me all the words you know that begin like baby" or "Tell me a word that rhymes with boy."

... Taking children on field trips on weekends, holidays, and vacations. A suggested

list of field-trip experiences, including addresses, should be given to parents at in-service meetings. Airports, radio and television stations, planetarium, zoos, are centers; greenhouses, and waterworks are possibilities. Parents can be taught how they can help children observe more carefully, ask good questions, discuss what they have seen, and learn new concepts and the vocabulary associated with the experience.

Summary: A New Role For The Teacher.

To effectively educate all children, the classroom teacher must find a way to enlist the active involvement and support of the parents of each child in the classroom. No longer can education be the sole responsibility of school people; research findings clearly show that the child's total environment influences his motivation to achieve in school.

The evidence points to new directions in education in the future and a new role for the classroom teacher. However, the changed direction does not mean that the school should simply take over the responsibilities of the home for the child. The rightful role of teachers is still to teach, plus to assist parents in assuming their obligations to the public for the educational development of the children. The ideal and productive relationship, then, is the cooperative sharing of mutual responsibilities by teacher and parent.

And finally, I congratulate you for including this topic on your agenda today. I wish you much success with its implementation.

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Accountability—Title I, ESEA

Richard L. Fairley

RICHARD L. FAIRLEY

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One of every four 11-year olds in the United States cannot read at grade level.

One of every 100 Americans is still illiterate.

In Cleveland the average white person age 25 or older has completed only 10.7 years of school; the average black 10.3. In St. Louis the average white has less than 9 years of formal schooling while the average black has 9.9 years.

No California student can graduate from high school unless he's reading at the 8th grade level—and that's the strictest requirement in the country.

Since 1963 juvenile delinquency has been increasing at a faster pace than the juvenile population. If the present rate continues, one of every nine youngsters in the United States will appear in a juvenile court before the age of 18.

Ohio voters have approved only 29 percent of local requests for additional school funds over the past two years. In Cincinnati this has meant that last year teachers were laid off, school hours shortened, and libraries shut.

The enrollment in California schools rose by 100,000 last year. But at the same time, the number of teachers decreased.

In Michigan 4,480 teachers and 248 administrators were fired last year because of a lack of funds.

And this year, faced with a $26 million deficit, Chicago schools will shut down for two extra weeks before Christmas vacation.

Not a very pretty picture, is it? The academic data indicate that we're still failing to educate many of our students. The other statistics illustrate the growing public disenchantment with our school systems. And yet neither situation need exist.

Educators are often quick to find excuses for poor academic achievement data in urban tensions, old buildings, and insufficient funds. In a way that's right. On the other hand, we all know of programs in dilapidated buildings with low budgets that nevertheless succeed in getting kids to learn. It is possible. For instance, in an old New York City school with a Title I program second graders had an average reading score of 3.9, while third graders were reading at the 4.2 grade level. In Louisiana, Title I students attained twice the gain in achievement than their non-Title I counterparts.

The problem is that such statistics are not common. Most evaluations of compensatory education projects tend to be subjective, or, if achievement data are presented, their reliability is questionable.

Suddenly the public – parents, community action agencies, private interest groups, and even industry – are questioning the high cost of education. The public wants proof that there is a balance between input and output, that the dollars spent on education are worth it. What they're looking for is accountability.

I agree that accountability is fast becoming one of the most overworked words in the jargon of educators. For us it's really a matter of proving that the money we spend gets results.

Accountability is really nothing new. We live with it every day. For years we have been setting goals for ourselves. At home you expect your children to be responsible for their own toys. Factories often set a minimum work goal for employees and pay incentives for piecework done beyond that point. Government and business contracts have a time frame attached to them.

But, until recently, educators have set time and performance objectives for themselves and their students only in the most general terms. There were certain criteria which had to be met before a child could pass first grade, but daily objectives attached to specific workloads were, for the most part, unheard of. School officials claimed education was too subtle to be subjected to the types of performance standards used in other professions.

As a result, it's been impossible to prove our schools are doing a good job because we never established criteria to test success, or failure. Our evaluations have too often been haphazard and subjective. We have emphasized resources and processes rather than what has been learned.

Thus, we need accountability, but for accountability schemes to be successful, performance criteria and objective evaluations must begin at the lowest possible level – in the classroom. We need goals which can be understood easily and appraised accurately by everyone involved in education.

With this in mind, Congress inserted a provision in the 1970 amendments to Title I, ESEA requiring performance criteria. In effect, it requires every local school district to indicate, in line with program objectives, the criteria by which its Title I program will be evaluated.

Public Law 91-230 actually included mandates for accountability at all levels of school supervision. Probably the most important is comparability, since without comparability, there can be no meaningful accountability.

Some claim this to be the greatest contribution to the education of disadvantaged youngsters since the Supreme Court decision of 1954.

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Title I and other compensatory education projects are meant to provide extra services to eligible children – things like more individualized instruction, additional remedial reading help, and special materials designed to interest a particular group of students. But too often such funds have been used to make up for what the school system is already providing for other children.

If an unequal base exists between Title I and non-Title I schools, then an evaluation of Title I will never indicate success because eligible children in need of extra help are really just receiving the same services other children get. Compensatory education, in such instances, has never really existed.

Comparability is really tied in to the statistics I cited earlier. Statistics are meaningless unless we can tie them to our personal experiences. In the past 10 years, most of us have seen first hand the failure of the public school systems to provide quality education for our children.

The system has done well by some youngsters and very poorly by others, this despite the fact that we guarantee our youth equal opportunity. The promise is devoid of meaning if we give our children an unequal start. That inequality is the very crux of comparability.

Ohio has gone farther faster in comparability than many other states. Last fall two staff members and I came to Ohio to meet with representatives from seven school districts and get some advice on the practical aspects of implementing the comparability requirement. We used two of your school districts – Columbus and Dayton – as case studies in developing our comparability manual.

I think most of you will agree that the statistics gained from fulfilling the comparability requirement have given you a handle on accountability in terms of dollars and the distribution of resources. But the other half of accountability involves relating these monetary figures to student achievement. This means returning to the classroom.

In a few schools across the country children, in cooperation with their teachers, are setting their own goals – for each activity and for each day. These goals are both realistic and measur-

able. For instance, in setting goals with a second grader for his reading activities, a teacher does not write: "To cultivate the ability to decode, comprehend, and evaluate printed materials, establish work-study skills, and promote taste and appreciation for literature." What does all that mean – to us, let alone a child? And how in the world do you decide if the goal has been met? Instead, the goal should be: "To achieve a mean rate of advancement equivalent to one full year on the reading subtests of some standardized test." Then, for the student, the year-long goal should be broken down into daily goals – to finish three pages in his language arts workbook today, to be able to use three new vocabulary words in a sentence this week, to read a three page story and get 8 of 10 questions about it right. Such goals can be explained to children, and they are possible to reach.

Affective goals should also be considered, things like being sure the child is well fed, that he realizes his own self-importance, and that he is proud of his cultural heritage. But these should be subordinate to the educational goals. A chubby, happy child is great, but if he can't read, the happiness will disappear in a few years and the chubbiness may turn to malnutrition as he finds he can't get a job.

Now multiply one student by the 25 children in his classroom. His teacher has 25 sets of data to work with in evaluating the success of her teaching – and of the program she is involved in. She can use the evaluation results of each semester to reconsider and adjust classroom goals for the next term. The performance objectives she helps students set will become more realistic and the chances of success will be greater.

There's no doubt that teachers and students are the key components in our educational system but in terms of accountability, the buck cannot stop here.

A third provision of Public Law 91-230, as you know, gives the Commissioner of Education the power to require parental involvement in any program where he feels such participation would be beneficial. Although such involvement has always been a requirement of Title I under administrative guidelines, that requirement has been strengthened by specific legal authority. New policies now require each local school district to establish a district-wide advisory committee composed of a majority of parents. School committees are also recommended.

In the past parents in low-income areas had great trust in our public school system. That trust has waned as their children's achievement levels continued to remain far below national norms. Perhaps some of the disillusionment is justified. Parents of Title I children often feel ill at ease visiting the schools. And no wonder, the latest annual report of the education professions showed that of the two million teachers in the United States, 350,000 are assigned to schools with a predominantly poor student body. Of these 350,000, 40% of the teachers said they would prefer to teach in another school, and 20 percent said they did not want to teach minority children.

The Title I parental involvement requirement can alleviate such situations. As parents become more involved, they will feel more at home in the school situation. On the other hand, as teachers see how parents are willing to help, they may be more willing to accept the community without prejudice.

We have both objective and subjective evidence to show that parental involvement can make a difference in student achievement. Parents helping in classrooms reduce the student/teacher ratio and, thus, provide for more individualized attention. Their presence indicates their interest in and concern for their children's education; this concern encourages the children to work harder.

Perhaps the most important asset of parental involvement is knowledge of the children. The average child spends about six hours a day nine months a year in school. That's less than one-fifth of his time all year. So the people he sees and lives with outside school are likely to know him better and, in many cases, to have a greater impact on his life.

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Perhaps the most important asset of parental involvement is knowledge of the children. The average child spends about six hours a day nine months a year in school. That's less than one-fifth of his time all year. So the people he sees and lives with outside school are likely to know him better and, in many cases, to have a greater impact on his life.

The more parents are involved in the educational process, the more accountable they become for the results of that process. If they share in the decision-making power and assist in the actual operation of school programs, they too must be held responsible, not only for seeing that their children get to school and do homework assignments, but for recruiting community members to assist in the classroom, tutoring students, for assessing how well the schools are meeting predetermined goals, and for recommending changes.

At the same time, as parents become more aware of how the school system operates and exactly what their children are doing, they are going to demand more of us. You and I are well aware that there are many private interest groups and national organizations involved in organizing the poor to fight for their rights. This is a good thing, but it is making our jobs harder. Parents too are demanding the hard data we simply can't provide. And they are not placing the blame only at the teacher's door. They have learned that many teachers have very little say in what textbooks they use, the curriculum they teach, or the special programs their students are involved in. These decisions are made at higher levels – often in your offices.

So the buck of accountability passes to you, the administrators. You are the liaison between the educators and the public. You have the authority to limit teacher discretion and the responsibility for overseeing the entire school system. The role is certainly not new to you. I think the provisions of Public Law 91-230 – requiring performance objectives, comparability, and parental involvement – will help. They will give you the hard data you need to show that your students succeed or, if they fail, an indication of where help is needed. Thus, you'll be in a better position to demand the resources you need. And parental involvement should have helped you win community support for the needed resources.

Once accountability is established at the district level, the job becomes easier all the way

up the line. Taxpayers are more willing to commit themselves to increased expenditures when they understand the need for such increases and know exactly how the money will be spent. Moreover, once objective evidence of success has been presented, they will be more willing to trust the school system again as a reliable source which is willing to document its work.

At the State level, school officials, often for the first time, will have data on special types of programs and general achievement levels. Evaluations can become more precise, planning more in line with student needs, and technical assistance directly related to problem areas. Ohio has done far more than most states in this regard. Your 1970 evaluation report contains charts indicating the percentage of students who showed improvement in communications and math/science instruction. Such statistics are impressive, but we need to go still further. How do the dollars expended relate to the effectiveness of instruction? How will these results be used in planning future programs?

In theory I think most of you are convinced you're meeting these preliminary steps toward accountability – performance objectives, comparability, and parental involvement–and I'd agree. But the real question is how you're making use of these resources.

I began this speech by throwing some statistics at you to remind all of us that our job is far from finished. Let me conclude by giving you a quick quiz so you can judge yourselves in terms of accountability.

1. In your district, what is the per pupil expenditure needed in a Title I school to achieve a mean advancement rate of one year per student in reading?
2. Does the difference in student/teacher ratios in your Title I and non-Title I schools influence achievement? Do you have data to support your answer?
3. Are your programs based on objectives formulated and written in behaviorally measurable terms?
4. Do you break year-long performance objectives for a Title I project into measurable and periodic goals for students and classroom teachers?
5. Does your evaluation design contain some means of measuring affective goals?
6. Is the evaluation an integral part of the program design?
7. Do all Title I students participate in the evaluation process?

Left to Right: Dr. Mc

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5. Does your evaluation design contain some means of measuring affective goals?
6. Is the evaluation an integral part of the program design?
7. Do all Title I students participate in the evaluation process?
8. Assuming you have achieved fiscal and staff comparability as required by law, are you taking any steps to see that programs for all children are comparable in quality?
9. Do you have a means of assessing the effect of parent councils on student achievement?
10. Do you have any data to indicate how parental involvement has changed teacher attitudes toward the community?

Left to Right: Dr. Martin Essex and Hon. John Brademas

HONORABLE JOHN BRADEMAS

United States House of Representatives

The National Scene

Hon. John Brademas

The reason for my late arrival tonight is directly related to the theme of your conference, Building Blocks To Success. This week the United States House of Representatives has been hard at work building some crucial blocks to the success of American education. I want to report to you what we have been doing and give you some indication of what we shall continue to do tomorrow morning and in the days ahead in the first session of the Ninety-first Congress.

First let me talk about The National Institute of Education. I am pleased to be able to tell you that it is now eight-fifteen and just less than three hours ago the Committee on Education and Labor voted approval of my bill to establish the National Institute of Education, which will be dedicated to supporting research and development at every level of American education. This was initiated in President Nixon's March 1970 address to Congress on educational reform. I am pleased to congratulate him warmly on this idea, which I think is a splendid one. Congressman Ogden Reed of New York and I introduced the administration bill and after having conducted a number of hearings in our own country, conducted field trips to other countries to get some idea of how they seek to structure research and innovation and experimentation and reform and renewal into their school system.

You may ask why we need a National Institute of Education. I would remind you that it is just forty years since John Dewey wrote the essay, "The Basis of a Science of Education" and yet in his recent book, "Crisis in the Classroom," Charles Silberman could say the degree of ignorance about the process of education is far greater than I had thought. Research results are more meager and contradictory and progress toward the development of viable theories of learning and instruction is far slower. Why should these reasonable hopes be dashed? There are many reasons, but among them is the reason that we have not been serious enough about research in education. We have had enough research to annoy teachers in their classrooms, but not enough to make a change in their working day. We've had enough research to whet the appetites of concerned parents, yet not enough to make a substantial difference in the schools to which they send their children.

If you look for a moment at some statistics, you will see that we have merely toyed with educational research in the United States. Take a look at the field of our national security and you will be interested to learn that we spend fully ten percent of all of our military budget on research and development. In the field of health, where we know that the products of the laboratories save lives and halt pain, we spend nearly five percent of all health money on research and the creation of new techniques. But when we come to education, as important to the life of the mind as is national defense to the security of our country, we find all levels of education in America spending less than one-third of one percent of our budgets on research, innovation, and planned renewal. You all know that the dinosaurs were consigned to the evolutionary scrap heap because their nervous systems were a negligible fraction of their tonnage. They could not detect nor could they ponder the changes that occurred about them. Hence, they could not adapt. Large creatures, be they animals or systems, are doomed when they cannot adapt to change. Education, which is a 65-70 billion dollar conglomerate of American social systems, should be aware of the ominous analogy.

If this situation is to change we are goin to be able to change it only through nurturin specific techniques and structures that are de voted to change. That is why I support th President's proposal to establish a National Insti tute of Education; to begin, in the President words, "the serious systematic search for ne knowledge needed to make educational oppor tunity truly equal." As the President said in hi March speech of last year, "As a first step toward reform we need a coherent approach to researc and experimentation." Now, what about th NIE; what is it going to do, what are we t expect of it? I think one of the first things tha we ought to insist on is that the staff of the NI be of absolutely first class caliber. We do no have room for mediocrity in considering a enterprise of such vast significance to America education.

What kinds of tasks should the NIE and it staff and those who receive support from it b undertaking? Here are just a few ideas that occu to me. First, we need basic research into th learning process. We ought to be working har to understand the variety of children's cognitiv styles. We should have physiologists and nutri tionists exploring the extraneous factors whic make it difficult for children to learn. The NI should give special attention to national prob lems in education; for example, the one to whic all of you as ESEA Title I directors and co ordinators are giving your lives – the educatio of the disadvantaged. We should study educa tional finance at every level, from presch through graduate school. We should surely s a high priority in the work of the NIE to develo measures for assessing and evaluating the effe tiveness of education and the shaping of tech niques for helping schools apply such measur intelligently to the education they provide.

We should consider ways of improving th education of educators. I am the sponsor i Congress of that part of the Education Profe sions Development Act called the Teacher Fe lowship Program, which is specifically aimed a improving the education of our elementary an secondary school teachers. We need to kno more about how to do that – to advance educa

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What kinds of tasks should the NIE and its staff and those who receive support from it be undertaking? Here are just a few ideas that occur to me. First, we need basic research into the learning process. We ought to be working hard to understand the variety of children's cognitive styles. We should have physiologists and nutritionists exploring the extraneous factors which make it difficult for children to learn. The NIE should give special attention to national problems in education; for example, the one to which all of you as ESEA Title I directors and coordinators are giving your lives – the education of the disadvantaged. We should study educational finance at every level, from preschool through graduate school. We should surely set a high priority in the work of the NIE to develop measures for assessing and evaluating the effectiveness of education and the shaping of techniques for helping schools apply such measures intelligently to the education they provide.

We should consider ways of improving the education of educators. I am the sponsor in Congress of that part of the Education Professions Development Act called the Teacher Fellowship Program, which is specifically aimed at improving the education of our elementary and secondary school teachers. We need to know more about how to do that – to advance educational practice in terms of both the content of what is taught, the curriculum, and the means by which it is taught, the methodology. The process must also be high on the agenda of the NIE.

It is essential that we devote some attention to strengthening the links between research institutions, whether they be private think tanks or whether they be universities on the one hand and schools on the other. It is essential to channel in to you, the consumers of the products of research, the fruits of that research so that you can effectively implement it. It is essential that we seek to strike a reasonable balance between what we call, generally speaking, basic research and applied research. As we seek to focus our attention on immediate short-run problems, which are important, and the long-run problems, which are also important, that whatever research we do, we must do it with the thought in mind that it will make a real difference. If educational research is to make a difference and to command support in Congress, it must be directed to real problems in education, to real children, real schools, real teachers, and real parents. I, for one, count it a happy day that we have been able in the House to move ahead on the National Institute of Education bill with such strong bipartisan support, and am very hopeful that when we go into conference, we shall before long see a bill which can hold out new promise of harnessing the inventiveness and the intelligence of the American society to improving the quality of the education we offer our citizenry.

This has been a week of crucial decisions for American education and I have spoken of one. Tomorrow morning at 9:00 a.m., the House Committee on Education and Labor is scheduled to resume sessions and to complete action on a major bill providing assistance to colleges and universities in our country as well as to new and improved programs for providing assistance to the students who seek to attend them.

Instead of focusing on higher education, let us turn to another area that will be of interest to all of you. I speak of the comprehensive

Child Development Bill, a bill of which I am also pleased to be the author in the House of Representatives. On September 23, by a vote of 28 to 3, the House Committee on Education and Labor favorably reported the Child Development Bill. Because this is an area of considerable consequence to you who deal with Title I problems, I'd like to tell you more about this bill.

Since the Civil War there have been schools and school-like institutions for the very young in America. But they have been started, and sometimes federally supported, with the interest of the government or of the mother rather than the interest of the child in mind. During World War II, for instance, hundreds of thousands of women went into war plants as welders and assemblers to take the place of the millions of men who went to war. Their children were taken care of in federally financed playschools either right in the war plants or in the mothers' homes. When the war was over and women left the plants, we shut down the day care centers as a way of getting the women back into the home. Today, I think, is a reflection of a judgment that many of us have now come to in Congress – that it is time that we wrote child development programs for the benefit of children.

Some of you may be familiar with the findings of Professor Benjamin Bloom of the University of Chicago, that as much as fifty percent of the development of human intelligence can take place before the age of four, an observation that some of us might find at this point in our lives profoundly distressing. But I think we are all aware of the fact that more and more we know and understand that much of what is significant in the learning development of a child takes place in those earliest years.

Most striking perhaps among the arguments we heard for child development in day care services was the statistical one. While there are today over 8 million young children of working mothers, licensed day care facilities can accommodate less than 700,000. In the next decade between 1970 and 1980, the number of working women with children of preschool age will increase by forty percent. If you don't think that is going to pose problems for you as Title I leaders, you will have to think again. It is going to mean a challenge to school systems and educators all over our country.

What we have sought to do, therefore, is to establish a comprehensive child development program that will provide across the board services for all children, not just the children who are served by Headstart, the children of the disadvantaged. We do provide, in our bill, priority to economically disadvantaged children for we all think that economically disadvantaged children should have priority. However, it is essential that you appreciate a key thrust of the bill – that child development programs must be open to children of all economic backgrounds.

We want to see a socio-economic mix. Why? We have taken very seriously the research findings that poor children do much better in developing mentally when they are mixed in with children of middle and upper income groups. The competition is there. This is not a function of race, for if you were to put poor black children in a class with middle income black children, the poor black children would do better than if segregated by income. That is a finding that we have taken seriously into account in writing this bill. Indeed we are so anxious to encourage this development that a fee will not be charged for the children in a child development program until the family income exceeds $6,960 for a family of four. Beyond that there would be a fee on a sliding scale basis dependent upon income.

We give very strong emphasis in our program to parent participation through local policy councils composed of parents and through actual parental participation in planning and conducting the programs. We established by legislation what is presently established by executive order, an Office of Child Development in the Department of Health, Education and Welfare, to coordinate all of the federally supported day care programs. We allow funds for building day care facilities. When we say that the bill is comprehensive, we mean we want to provide not only

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There is an extraordinary challenge to all of us to provide equal access to quality education in our nation's city school systems. You have all heard some of the criticism of Title I, ESEA. If we are to be intellectually honest we must listen with open minds to criticisms. But I should be less than candid here tonight if I did not tell you that many of these criticisms of Title I are very premature. I think we should not be too depressed about criticisms for in many cases in our country Title I has meant genuine and significant improvement in the educational opportunities offered our children.

There are other problems that confront our schools. One of them is race. This sensitive and emotional issue continues to haunt and trouble us for it is one for which we have not yet devised appropriate responses and we know it. It is the single most difficult, most perplexing domestic problem that the American people face. Unless we have an integrated society, we shall have a disintegrated society. It seems to me that of all issues in American life, one that cries out for nonpartisan, dedicated, thoughtful, perceptive, sensitive leadership is the issue of school desegregation.

HAROLD H. EIBLING

Immediate Past President
American Association of School Administrators

Administrator's Role In Title I

Harold H. Eibling

It is a good feeling to be back in Columbus again even though this is where I have lived for the past fifteen years and served as Superintendent of the Columbus Public Schools. Just last evening I returned from Oklahoma City where I have been employed to complete a survey of the Oklahoma City Schools. This very challenging assignment as a consultant began in August; hopefully it will be completed by sometime in November.

I accepted this invitation to speak to you today before accepting the assignment in Oklahoma City. I'm especially glad to be here with you today because it gives me a chance to be home again and incidentally to attend the football game at OSU on Saturday when our Buckeyes meet the team from California. I am greatly tempted to talk about my very interesting experiences in Oklahoma City but realize that I have been asked to talk about the school administrator's views and involvements in the ESEA Title I programs.

Let me begin my remarks with a confession, or at least a very frank statement, that as a school administrator I have always been a firm believer in the philosophy that public schools belong to the people. Occasionally, however, I have experienced that rare privilege of having a Board member who wanted to be the chief ad-

ministrator of the schools. I firmly believe in the principle of boards of education elected by the people with powers delegated by the state to establish policy that results in the very best program of education possible. Not all of this experience can be limited to my fifteen years in Columbus but the recent experience here may be the most vivid in my memory.

Because of this belief, I was reluctant to recommend the acceptance of the NDEA programs enacted under President Dwight D. Eisenhower. After several years of experience of avoiding the use of Federal funds, I am frank to admit my own errors as a result of observing what happened in other school systems who were far-sighted and courageous in accepting the NDEA funds. In about the fifth year of the program I prepared a resolution for the Columbus Board of Education that recommended our participation in the NDEA program. This resolution was approved by the Board but not by a unanimous vote. It was almost like the Board of Education that sent a get well card to the Superintendent of Schools which said "The Board of Education wishes you a speedy recovery by a vote of 4 to 3."

The importance of this is that the change in the attitude of the Superintendent of Schools resulted in a change in policy of the Board of Education. But, it was far more important than that because it led to the establishment of the policy of applying for and accepting all the Federal funds available. On more than one occasion I remember having a Board member state, "Get all you can get." Of course, there had been not only a change in policy but a change in the membership of the Board. Some of the conservative Board members had retired and been replaced by more liberal minded members. But I am convinced that the most influential factor in this change of policy was the change in philosophy of the school administration.

It is possible to state now that I am very much in favor of Title I programs. I have become convinced of the value of these added and enriching educational activities as a part of the regular school for those boys and girls who have been deprived of opportunities to develop all their natural abilities. When the Superintendent of Schools becomes convinced of the value of a program, and the staff of the schools understands the program and are willing to follow and in many ways to lead the educational program into many innovations, then great progress is the important result. It's like the "Hawthorne" effect. Other schools in the system see the great values in the programs and want these same advantages for their children.

If some of the schools adopted some kind of a program in reading – such as "Project Read," "Right to Read," "Reading Enrichment," or the "Three-One Unit" – it became evident that any emphasis on this fundamental of education was looked upon by other schools as important for their boys and girls. The new program in the Target Area schools created an appetite for the same kind of a program in other schools of the same school system.

In Columbus, there were 169 schools before a recent major annexation. Of these schools, about 60 were in the target areas identified as being eligible for Title I projects. The demand for these Title I programs became so great from parents, teachers, and administrators that special funds were requested from the citizens at an election to make such programs possible even on a limited scale. There are many examples of such programs and services. Prominent on the list would be teacher specialists in many areas, such as reading, mathematics, science, music, art, and counseling. These only serve to illustrate the need for more professionals in the public education program if the schools are to meet the needs of children in today's world.

The human-interest stories that Title I teachers reported to us would fill a book. Never before had so many teachers been able to serve relatively few children on an intensive basis. Let me cite just three of the stories, all of them from teachers who were given scheduled time during the regular school day to visit homes of pupils involved in Title I projects. Incidentally, Title I teachers visited the homes of from 7,500 to 9,000 inner-city children annually while I was

been deprived of opportunities to develop all their natural abilities. When the Superintendent of Schools becomes convinced of the value of a program, and the staff of the schools understands the program and are willing to follow and in many ways to lead the educational program into many innovations, then great progress is the important result. It's like the "Hawthorne" effect. Other schools in the system see the great values in the programs and want these same advantages for their children.

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The first story was told by a teacher who visited the home of a primary student on the far South Side of Columbus. She was greeted at the door by the mother who took her through the sparsely furnished living room to another room on the ground floor of the home. En route the mother said, "Someone has been waiting for you to call."

The mother took the teacher to the chair where a very old lady, all done up in her Sunday best, was sitting. It was the child's great grandmother, who was 98 years old.

"I want to meet you!" the old lady exclaimed. "I've had 28 children and grandchildren attend this school, and you're the first teacher that ever set foot in this house!"

The second story involves a very capable and sensitive teacher who made a visit to the North Side apartment where a second-grader, a little girl, lived. During the teacher's conference with the mother, she learned that there were ten other children in the family, there was no father in the home, they had only a two-room apartment, and shared a bath with other families in the same apartment building.

After this experience, the teacher said to one of our Title I project administrators, "I'd begun to lean against that little girl pretty hard because her tardiness was becoming habitual. But you know, when I remembered the pandemonium at our home each morning getting my husband off to work; me, off to my school; and our three children, off to the university and two other schools – with 2½ baths in our house, I've let up on this little girl for her tardiness."

The third story involves a teacher who visited a home on the near South Side of Columbus. It was told to a Title I project administrator by a "sidewalk pastor," who had been a constant critic of the schools.

The pastor reported that when a mother had told a neighbor that her child's teacher had sent a note home indicating that she would call at the home at such-and-such a time, the neighbor

said, "Betcha two bucks she never shows." The mother said, "I'll take that bet."

Immediately after the teacher had left the home, following the visit, the mother went directly to the home of the neighbor and collected her two dollars!

Things like this don't show up in the kind of evaluation reports required by Washington, but I think they should!

Title I Impact On District

Many school administrators have been surprised at the impact made on the entire school system by Title I programs. During the first two or three years of the ESEA program, many mistakes were made. Programs that were not educationally sound were tried and later abandoned. But it is perfectly amazing that with all the difficulties and handicaps that so much has actually been accomplished. In the first year of ESEA the program was approved during the summer months but not funded until mid-December. This resulted in a scramble to be sure to spend all the funds by the end of the school year. Although this undoubtedly resulted in many programs that were not carefully planned and not repeated the following years, it did usher in a new era in public education in our country. For the first time large amounts of federal money became available for K-12 education. While NDEA was looked upon favorably, the funds available to the Columbus schools totaled about $100,000 per year. Compare this to somewhere between two and three million dollars per year for the ESEA Title I funds.

The Title I funds operated under guidelines that limited the use of the money to new programs not in effect before Title I. School systems that had been innovative in providing excellent programs for the boys and girls in inner city areas were at a disadvantage in this respect because they could not use the Federal funds for any program already adopted.

One illustration that I remember so vividly was the use of additional professionals in the Primary Grades, not to reduce the pupil-teacher ratio, but to provide specialists to help those boys and girls who were below their grade level in achievement in the fundamental subject areas like reading and arithmetic. In Columbus, we had employed 60 such teachers about two years before ESEA became available.

Several other school systems in the area who had not moved in this direction were able to plan a similar program for their schools and have the programs funded by ESEA. But this also had its advantages because it made our staff study and plan much more carefully the kinds of programs needed by the student who was unfortunate enough to live in a poverty home.

As I reflect on the many innovations in the educational program that resulted from Title I, I firmly believe the enrichment of the reading program was one of the best and most important efforts to help students. The use of more professionals, more materials, and new ideas and methods, added stimulation, importance, as well as increased interest in this basic subject. Never in all my experience have so many attractive, and important new materials been made available as under Title I.

The establishment of Health Centers with qualified doctors, dentists and nurses to provide for the much needed good health of children is a very important program. A child with poor health, bad teeth, or malnutrition cannot achieve as they should. It is my hope that these several health centers will continue long after Title I may be forgotten.

The establishment of teacher specialists in reading and arithmetic became a very valuable part of the program because it gave increased help to the child who needed this assistance. Teacher specialists were added in many areas of the program and became a valuable member of the professional team. Many of these efforts may very well be the first steps in providing for differentiated staffing in our elementary schools. This trend is on the way and will become more and more common during this coming decade. Many school systems are already using one or more varieties of the Cluster Plan which is really differentiated staffing. School A becomes the school that specializes in science. Then

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The establishment of teacher specialists in reading and arithmetic became a very valuable part of the program because it gave increased help to the child who needed this assistance. Teacher specialists were added in many areas of the program and became a valuable member of the professional team. Many of these efforts may very well be the first steps in providing for differentiated staffing in our elementary schools. This trend is on the way and will become more and more common during this coming decade. Many school systems are already using one or more varieties of the Cluster Plan which is really differentiated staffing. School A becomes the school that specializes in science. Then students from a carefully defined area come to School A for science. Here in one school is gathered together the best science faculty with supervisors and consultants that provide a much better program than if the science were scattered to each of the schools in the Cluster.

This is only one example of hundreds of innovations that are a result of the new ideas from the Title I programs. Programs for handicapped children have been greatly enlarged and improved. Resource Centers have been established. Reading Clinics have been developed. Supportive services of many different kinds have been added to the schools. Additional professionals have been employed. New materials and equipment have been added to make classrooms attractive and interesting. The new enthusiasm and zeal of the teachers involved in these new programs is one of the greatest benefits from Title I. Many of the new programs have been created by teachers and administrators working together to find new ways to help boys and girls, especially those who came from deprived areas. The overall results have been excellent.

During this past year I served as President of AASA and had the opportunity to meet with educators in many different states. It was a great privilege to talk to them, and I was the one who really benefitted because I came away with new ideas and new convictions. The school administrators of America are truly great and they are great believers in Title I programs. Everywhere I went I heard them say that the involvement of the community in the schools was one of the great benefits of Title I. Most school systems have employed people from the community to help in the schools. The routine tasks and duties performed by these employees make it possible for the teacher to have more time to teach. Also, these aides have become our most effective PR people, in many respects.

As a result of my discussions with schoolmen from coast to coast, I have concluded that the administrator plays a multifaceted role in Title I programs.

First, and above all, he must play the leadership role. This involves championing the cause

of Title I programs and helping to remove barriers to the progress of these programs.

Second, he must play a supportive role. This involves selecting the Title I administrative staff with great care, giving them the tools to carry out their assignments, and letting them know their efforts are appreciated.

Third, he must play an interpretive role. This involves interpreting Title I programs to the Board of Education, the staff, the community, the media of mass communications, and officials at the State Department of Education and Washington.

Finally, he must play an evaluative role. This involves reviewing the evaluation reports compiled by the staff, supplementing these reports with his own evaluations, and making operational decisions accordingly.

The public school system in our country is undergoing great and rapid change. I see it wherever I go, whether it be Columbus, Oklahoma City, or other cities throughout America. The programs developed under Title I have improved education and made it possible for the many new changes now taking place in the public schools of our nation.

The world in which we live is changing so rapidly in almost all phases of life that it becomes increasingly difficult for us to catch up with these quickening changes. For the purposes of this report we should talk about changes in education. But this rate of change can be more easily dramatized by a short account of the progress in transportation.

In the book *Future Shock*, by Alvin Toffler, can be found this explanation of change.

"It has been pointed out, for example, that in 6000 B.C. the fastest transportation available to many over long distances was the camel caravan, averaging eight miles per hour. It was not until about 1600 B.C. when the chariot was invented that the maximum speed was raised to roughly twenty miles per hour.

"So impressive was this invention, so difficult was it to exceed this speed limit that nearly 3,500 years later, when the first mail coach began operating in England in 1784, it averaged a mere ten miles per hour. The first steam locomotive, introduced in 1825, could muster a top speed of only thirteen miles per hour, and the first sailing ships of the time labored along at less than half that speed. It was probably not until the 1880's that man, with the help of a more advanced steam locomotive, managed to reach a speed of one hundred miles per hour. It took the human race millions of years to attain that record.

"It took only fifty-eight years, however, to quadruple the limit, so that by 1938 airborne man was cracking the 400 miles per hour line. It took a mere twenty-year flick of time to double the limit again. And by the 1960's rocket planes approached speeds of 4000 miles per hour, and men in capsules were circling the earth at 18,000 miles per hour. Plotted on a graph, the line representing progress in the past generation would leap vertically off the page."

Whether we examine education, distances traveled, minerals mined, explosive power, or knowledge in almost every field this same accelerative trend is evident. The pattern here is clear and obvious. Millions of years go by and then in our time, there is a sudden bursting of the limits, and a fantastic spurt forward. This is where we are now in education as a result of the increasing acceleration of knowledge and the understanding of the importance of education. The classroom of today with all the latest technical equipment, new methods, and increased knowledge is radically different from the class room of the early 1800's. But the most significant changes that are now in the making will produce an education program greatly different from that which we know today. The use of Federal funds for education and especially those funds like Title I that required new programs have been a very important contributing factor in the development of the new education for the future. The birth of new programs has the effect of opening the doors for more new ideas and new programs resulting in rapid changes.

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Kenneth Boulding, an eminent economist and imaginative social thinker, has said, "Almost as much has happened since I was born as happened before."

Toffler in *Future Shock* has characterized this age by dividing all of man's existence into lifetimes of about 62 years each. "In the 50,000 years of man's existence there have been about 800 such lifetimes. Of these 800, fully 650 were spent in caves."

"Only during the last 70 lifetimes has it been possible to communicate effectively from one lifetime to another – as writing made it possible to do so."

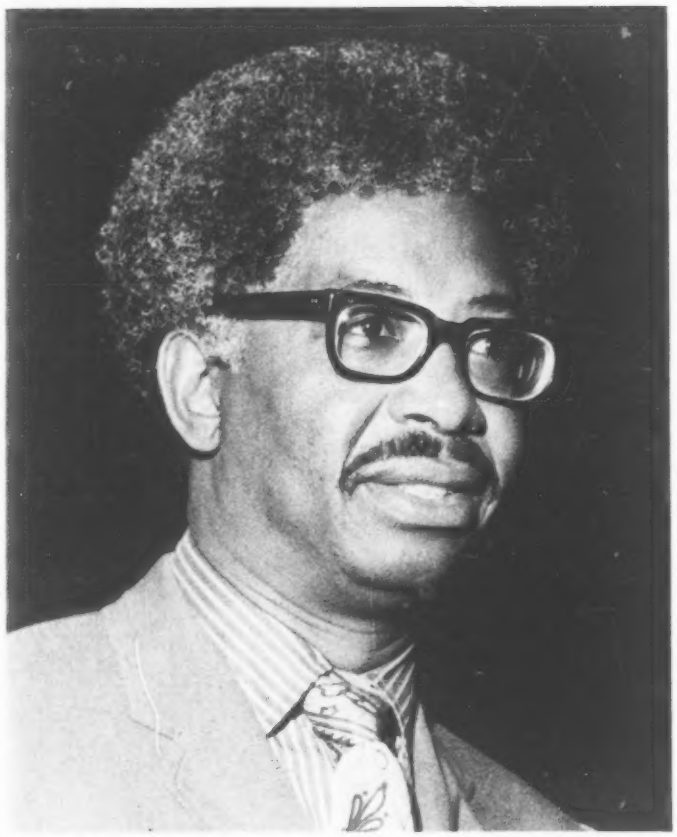
But the 800th lifetime becomes the really dramatic change in almost every area of human life. It has been said that in a few years men will live in space for six months or more at a time to unlock many of the mysteries of life. This lifetime is vastly different from all others because of the astonishing expansion of the scale and scope of change. In our lifetime the boundaries of knowledge have exploded.

Education is changing rapidly in this important lifetime and much of the change can be attributed to the impact of Title I that has helped education break with the past, opening new doors to knowledge and progress.

Compensatory Education - Its Influence On Education Generally

Reuben A. Burton

REUBEN A. BURTON



Associate Director
Right to Read Program

When the United States Congress enacted into law the Elementary and Secondary Education Act of 1965, it gave national prominence to education of "disadvantaged" children. The goal was to rectify the inequities in the educational programs for low-income children. Since 1965, states have engaged in a wide variety of activities to improve the education of children of poor families. Each state is permitted the latitude and flexibility to develop programs which give promise of meeting this generalized goal. California, as other states, developed its own unique guidelines. The guidelines evolved from both pragmatic experiences and the evaluation reports. For the past several years, the guidelines have required a comprehensive program for each child participating in compensatory education. That is, each child was to receive a specially designed reading or language program, mathematics and intergroup relations. His parents were to be in-

volved, his teachers must have been trained and auxiliary services were to be provided to meet his particular needs.

Each year, the accomplishments, or lack of accomplishments, in compensatory education are compiled and discussed. California can well be proud of the fact that according to the evaluation report, the average of 250,000 children served are making month-for-month academic gains in the area of reading. The statewide report shows improvement and areas needing improvement. Critics of the national program have expressed many concerns about the administration and operation of the program. Others are looking at ways to improve this massive program which, in California, only serves 40 percent of the children identified as eligible project participants.

Compensatory Education Influences Regular Programs

A recent and unique study was undertaken last year by Dr. Ruth Love Holloway, formerly Chief, Bureau of Compensatory Education, Program Development, State Department of Education in California, now Director of the National Right to Read Program in Washington, D.C., to discover the impact of compensatory education on education in middle-class schools. The research was *not* designed to discover how well compensatory education was fairing in relation to disadvantaged children, for the researcher felt that answers to this were already highly publicized. Responses were sought from a variety of school districts to three major questions.

1. Is the specialized compensatory education program being replicated outside of the target area and in non-funded programs?
2. Has the process of involving parents, teachers and administrators in the planning of programs influenced methods of project planning in regular programs?
3. Has the employment of specialized personnel, i.e., teacher aides, instructional specialists, tutors, home-school coordinators, affected the employment practices in non-compensatory education programs?

Startling results were found. *Compensatory education concepts and activities seem to be having a greater impact on regular education than on disadvantaged children.* Why is this so? There may be several reasons. Middle-class parents have always had more access to and influence on public education than low-income parents. Therefore, the pressure which they exert has resulted in programmatic and organizational changes. When such parents recognized the validity and potential of compensatory education for helping their children, they utilized a variety of channels to get the concepts and activities initiated in their local schools. It is interesting to note, also, that teachers in the more affluent schools have observed the new techniques and are requesting many of the activities, equipment and procedures to aid them in the teaching-learning situation. A major difference here is that the institution of a new program is not superimposed upon the classroom teacher, but is the result of her desire and request for it. Contrarily, in many Title I schools, the program was handed down from the district office. Public criticism is exerting a great deal of pressure on schools to be accountable for their products. In some instances, compensatory education activities are used as limited examples of ways to improve regular programs. Finally, it seems that the education system is exhibiting a degree of receptivity to change. This willingness is manifested in educators, administrators and teachers looking for new techniques and concepts. Districts are beginning to be willing to restructure existing activities and utilize regular funds, rather than adding on program with additional federal resources. The forthcoming book will delve into the extensive ways in which these innovations are improving the education of all children.

Specifically, four areas were studied in depth. These included:

1. Attitudes and perceptions toward disadvantaged children
2. Activities related to instruction, curriculum material and teaching strategies
3. The process of involving parents and personnel in planning school programs

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1. Attitudes and perceptions toward disadvantaged children
2. Activities related to instruction, curriculum material and teaching strategies
3. The process of involving parents and personnel in planning school programs
4. The employment of specialized staff

While each of the four areas studied showed a positive impact on education generally, there were some areas that were very outstanding. The most profound impact was in the area of individualized instruction. For many years, educators have discussed the need to personalize instructional programs. Many factors influenced the slowness with which this goal is being achieved in education. Compensatory education seems to have provided the techniques, the procedures and the personnel for designing programs to meet individual needs of children. Middle-class schools also borrowed the variety of specific approaches to teaching reading and language development and utilized much of the multi-ethnic reading materials piloted in compensatory education. Recognizing the validity of a child's native language or dialect has gained a great deal of prominence both inside and outside of target area schools. Bilingual instruction, oral language, etc., are examples of changes in classroom practices. The initiation of parent advisory committees in helping to establish educational policies is a new and challenging venture for educators. Such committees are finding their way into the middle-class schools where parents have traditionally had an impact, but on a more informal basis. Teachers and administrators have very seldom had the opportunity to be intimately involved in planning the program to be implemented in the local school. Compensatory education's stress on a team effort in planning has significantly influenced the way in which individual schools are looking at needs and programs.

A fresh cadre of personnel have found their way into the public school arena with the advent of federal funds. The entree of paraprofessionals in the classroom has expanded the classroom walls to include the community. The use of teacher aides, community aides has not only changed the role of the classroom teacher, but has helped to improve communication between home and school and found to enhance the achievement of boys and girls. Teacher aides themselves have become interested in furthering their own education, and evidence indicates

that their children are performing better in school. Recognition of the willingness of teacher and community aides to further their own lives was met by the enactment of the Career Opportunities Program by the U. S. Office of Education. This program is a work-study program for teacher aides. Teacher aides are rapidly becoming a part of the public school establishment. The research revealed that most teachers are requesting the use of aides as a long-sought-after helper in crowded classrooms. Aides are recruited in middle-class schools from the multitude of parents who remain home. They are utilized as paid aides and volunteers.

Compensatory education has brought not only extra programs for children, but also additional assistance for teachers. Research indicates that the use of reading, language and mathematics specialists have tremendously increased in public schools with the advent of compensatory education. Such specialists usually work in a learning center where children with special needs are sent to receive specialized instruction on a daily basis. Such learning centers are becoming a regular part of school programs. This suggests a recognition that not only are poor children deprived in our schools, but affluent children are also deprived. Tutors have, in many instances, flooded the education market-place – before school, during the day and evenings. These young people in an "each one-teach one" kind of relationship are making a tremendous impact on education generally. Many affluent schools have instituted the "study center" idea and are finding that assistance with the academics has resulted in improved achievement, greater self-confidence, positive self-concepts and increased motivation. It is found that tutors, as well as tutees, are benefiting.

A new position of Home-School Coordinator was created in compensatory education's effort to establish a viable liaison between school and community. In schools outside of "target areas," this type of individual is employed and performs a valuable service in communication, intergroup relations and in mobilizing community resources.

With a requirement for inservice education for total compensatory education staff, new techniques for training have been developed. After-school speakers are being replaced by such techniques as released time for teachers, planning periods with teachers and aides, workshops, specially tailored university courses at local schools and a variety of other techniques are being replicated outside of compensatory education programs. Teachers are receiving specific help in tasks related to objectives, and the training is based on their needs in accomplishing goals with children. Examples include learning to diagnose needs, develop performance objectives, individualized instruction, minority history, techniques of reading, etc. Both inservice organization and content of training are becoming part of the staff development activities outside of compensatory education.

The increase in minority group history and culture in the curriculum started with compensatory education and certainly has received a good deal of impetus. The inclusion of special social studies activities will gradually find their way in the regular school curriculum. One of the primary benefits of ESEA, Title I has been the recognition of the need for private schools and early childhood education programs. Such impetus is not only benefiting programs for the disadvantaged, but has given rise to a new movement for early childhood education for all children. All of these and other innovations attest to the fact that the program for the disadvantaged is indeed aiding the advantaged child. The study further points out the duplication of such activities and elements takes place over several sets of circumstances and is influenced by the following: (1) the cost of the particular activity, (2) the degree of communication and staff pressure for the initiation of an idea, (3) the ability of the district to utilize regular funds or to obtain additional resources and (4) the flexibility and willingness of the district staff to alter and modify existing program and procedures. In addition to the curriculum staff and involvement procedures that have had a significant impact, such items as the institution of performance objectives, planning

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The types of schools that have had the greatest impact are those schools in which the total school population was involved in the total program. Such schools tended to serve as demonstration centers and their visibility became well known and established, therefore having a greater spill-over effect on general education. The schools with the next greater impact on general education were those in which a single grade level was served (junior high school) and the impact was felt not only in the school which operated the program, but schools surrounding the local institution. The typical "pull out" program had limited impact on the local school or schools outside the target area. But then, these objectives were to improve education for specifically identified children. Compensatory education, while moderately effective in educating the disadvantaged, is certainly effective in changing education for middle-class children. Closing the gap between the two groups is essential and a strong case is made for continuing compensatory education in order to be more productive in upgrading the quality of education for children of the poor. As a result, all children will benefit from the flexible program with innovative features. Constant reassessment, change and commitment are imperative if compensatory education, or any kind of education, is to truly meet the needs of the children.

END